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ABSTRACT

This guide is for the incorporation of human relations education in the elementary and secondary school curricula. The primary purpose of each teaching unit is to promote an understanding of and respect for individual differences. Classroom activities listed involve the use of discussion and inquiry and cover self awareness, value clarification, family relationship, racism, sexism, and classism. (CJ)

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HANDBOOK OF HUMAN RELATIONS

CLASSROOM ACTIVITIES

Department of Human Relations
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545 West Dayton Street
Madison, Wisconsin 53703

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HANDBOOK OF HUMAN RELATIONS
CLASSROOM ACTIVITIES

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PREFACE

AND

ACKNOWLEDGMENTS

The purpose of this handbook is to assist educators in implementing the concept of Human Relations into the ongoing curriculum. The activities cover the content areas presented in the Intergroup Relations Program. Namely, self-awareness and value clarification, families and education, racism, sexism, classism and the school as a social psychological and physical system. Every attempt has been made in the development of these activities to utilize the dialogue-inquiry process. The dialogue-inquiry process is the coordination of two processes: (1) the process whereby two or more students express themselves with one another, openly sharing their thoughts and feelings without hurting one another; and (2) the process whereby two or more students ask and answer questions that are relevant to the topic being discussed. Dialogue, unlike debate, is designed to unify rather than divide students. This process seeks to construct an atmosphere in which students are able to share their feelings and their ideas in order to clarify assumptions they have made about themselves, others or the institutions in which they function. The process of inquiry is designed to integrate and coordinate ideas and feelings so that the interactions among the students have purpose and are productive. Out of inquiry come solutions or alternatives on which students can act in order to correct or improve conditions in their environment.

The activities included within these pages can be teaching units in and of themselves or can be used in conjunction with the classroom curriculum K-12 for all subject areas. They are organized by broad objectives as each activity spans several grade levels. It should also be noted that the activities pertaining to a given subject are arranged by grade level with Kindergarten appearing first, twelfth grade appearing last in each section.

This *Handbook of Human Relations Classroom Activities* is the result of many peoples' time, effort and creativity. The Department of Human Relations is most grateful to the many educators, parents and community people who shared their ideas with us and provided invaluable feedback.

Those who worked specifically with this aspect of the program and devoted their time, energy and creativity toward the completion of this handbook were the following: Lauri Anderson, Nancy Benson, Cheryl Birtha, Carolyn Cliver, Gladys Benavides Corbit, Dorothy Davids, Karen Dirlam, Gloria Grant, Marcia Harris and Jane Lightcap.

A very big *THANK YOU* to the secretary, Barbara Page, for her artistic creativity found throughout this handbook, and her patient and endless typing.

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OBJECTIVES

This *Handbook of Human Relations Classroom Activities* is designed for educators use in grades K-12. In addition to the many creative ideas presented here, teachers of grades K-5 may also wish to consult the *Individual Differences Handbook* by Marlene Cummings, as the goal of both books is: *To promote an understanding and respect for individual differences.*

Following are the specific objectives of the *Handbook of Human Relations Classroom Activities* and the *Individual Differences Handbook:*

HANDBOOK OF HUMAN RELATIONS CLASSROOM ACTIVITIES:

1. To increase self-awareness and self-understanding by participating and interacting with others through the dialogue-inquiry process.
2. To facilitate the use of the dialogue-inquiry method as a process of learning.
3. To assist students in examining the values they hold and the consequences for holding these values.
4. To increase the understanding of cultural diversity in America in order to facilitate the teaching of pluralism.
5. To discuss and evaluate how racism, discrimination and prejudice are perpetuated through educational institutions in America.
6. To evaluate the relationship of social class and ethnicity to intellectual and emotional functioning.
7. To analyze and evaluate how sex role expectations lead to stereotypes associated with men and women in the perpetuation of sexism through educational institutions.
8. To discuss economic deprivation and social stratification in order to analyze their effects on learning.
9. To analyze the relationship of ethnicity, culture and family structures to the behavior and learning of all students.

THE INDIVIDUAL DIFFERENCES HANDBOOK:

The handbook is divided into five books covering eight objectives. When used in sequence these objectives will provide the student with layered learning about people:

BOOK ONE:	Objective 1: Child will recognize everyone including self as a unique member of the human family and will be able to list some common needs of *all* members of the human family.
	Objective 2: Child will recognize self as a unique individual, with both capabilities and limitations, and will be able to recognize and list both types of his or her own differences.
BOOK TWO:	Objective 3: Child will be able to list individual "inside" differences (i.e. ideas, beliefs, values and attitudes) and will be able to state why these differences are just as important to others as his or her own are to self.
BOOK THREE:	Objective 4: The child will recognize that each individual has emotions and feelings and different ways of expressing these emotions and feelings, and the child will be able to give examples of emotions and the ways they can be expressed.
BOOK FOUR:	Objective 5: Child will be able to define prejudice in his or her own words and to give examples of it.
	Objective 6: Child will be able to identify her/his own dislikes (as opposed to his/her own prejudices) and substantiate these dislikes with reasons.
	Objective 7: Child will be able to explain several biological differences and their relationship to prejudice.
BOOK FIVE:	Objective 8: Child will be able to list several cultural differences within our country, realizing how these differences contribute to the enjoyment of the human family.

Both books can be obtained from:

Department of Human Relations
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To increase self-awareness and self-understanding by participating and interacting with others through the dialogue-inquiry process.

To facilitate the use of the dialogue-inquiry method as a process of learning.

Carolyn Cliver

HOW DO YOU DO?

HUMAN RELATIONS CONCEPT:

The best and perhaps the only way to get to know others is by interacting with them. Thus, we may discover people we like and people who like us.

OBJECTIVES:

The student will pronounce the name of at least one other classmate correctly, i.e. how the classmate wishes his or her name pronounced.

The student will share thoughts and feelings after participating in a circle activity designed to get all students better acquainted.

GRADE LEVEL:

K - 3

TIME:

One class period.

MATERIALS:

If desired, music - using piano or records and phonograph.

PROCEDURE:

Students and teacher should stand in a circle, touching shoulders and holding hands. The teacher begins by saying, "I have many friends in class, but I want all of you to be my friend. Let's play a game and try to get to know each other better. This is my friend (student to the right)." The student's first and last name should be stated. Once the student's name has been pronounced, the teacher should ask the student whether or not their name has been said correctly. If it has not, the teacher should ask the student to say their name as they would like it to be pronounced and the teacher should repeat, "this is my friend ______________________________."

This process should be carried through the entire circle. When it has been completed, the teacher should resume the activity, beginning with the student on the left. In this way, each student will hear their name twice and have an opportunity to pronounce the names of two of their classmates.

Ask students to look right at each other when doing this part of the activity, making sure that they hold each others hands throughout.

After going around the circle, ask the students to sit just where they are. Remain close enough to be able to "feel" their friends. Then the teacher says, "When you really feel like it, tell us what you are feeling." (Teacher can be a model for the students by closing his/her eyes).

After this, ask the students to join arms and let's see what happens. Don't try to make anything happen; just see what *does* happen. (Part of the circle may sway back and forth, move in and out, stretch down in front, lay on their backs, or become quiet again).

Ask the students to lie down, staying close to each other. Tell them to touch each other in any way they want.

Remaining in the circle, discuss the activity with the students. Discussion questions can include:

> Did you learn anything new about anyone in our class today?
>
> What did you like most about what we did today?
>
> What did you like least about what we did today?
>
> Do you feel that you have made any new friends today?
>
> What are their names?

Conclude activity with a song about friendship.

FOLLOW-UP:

Have students draw or paint pictures about their experience.

For older students, ask them to write a story about someone who is their friend.

Using the word "friend", teacher or students can write a definition of the word using an anagram.

YOU ARE A ROBOT

HUMAN RELATIONS CONCEPT:

It is important and necessary that children, as well as adults, be able to exercise some control over situations they are involved in. Inability to exercise control and independence causes feelings of resentment which leads to hostility in human relationships.

OBJECTIVE:

The student will share thoughts and feelings related to an activity where they are required to follow orders.

GRADE LEVEL:

K - 8, English and Social Studies.

TIME:

One class period.

MATERIALS:

Here and Now Wheel.

PROCEDURE:

In a large group, tell the students that they are all robots and that you are their master; they must follow your every command. Then give them a long series of repetitious and boring commands. Give a few that they can't possibly do and chastize them for their inability to follow orders. Don't stop the exercise until most of the class is upset with following commands.

Distribute copies of the Here and Now Wheel and ask the students to complete it.

Once the Here and Now Wheel is completed, have students form dyads to dialogue about their wheels.

MODIFICATION:

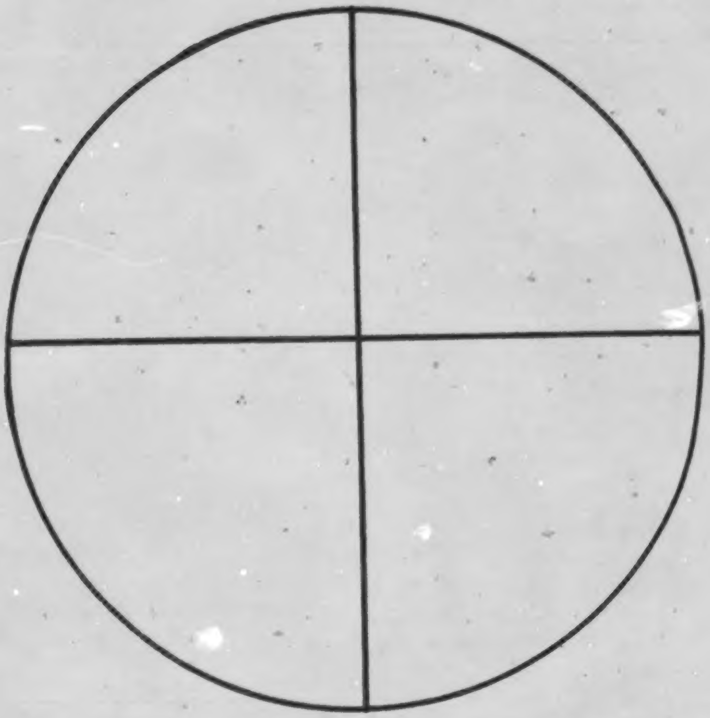
For grades K-3, teacher may prefer having students draw pictures in the Here and Now Wheel instead of writing sentences.

VARIATION:

Instead of teacher giving orders, have students give orders to each other. This can be done in pairs, small groups or large group.

HERE AND NOW WHEEL

DIRECTIONS: Write four words. . .one on each spoke of the wheel. . . which describe how you are feeling right now. Then, take one of the words and expand it into two sentences.



NEWCOMER GAME

Getting to know you
Getting to know all about you.
Getting to like you
Getting to hope you like me. . .
Haven't you noticed, suddenly I'm bright and breezy
Because of all the beautiful and new
Things I'm learning about you
Day by day.

Oscar Hammerstein, Jr.

HUMAN RELATIONS CONCEPT:

Special efforts on the part of students and teachers to make a new person entering the classroom feel welcome is a first step in helping that person be successful with their school work.

OBJECTIVES:

The student and teacher will ask and answer questions of a new student entering the classroom.

The student will ask and answer questions of the students and teacher in a classroom setting that is new to him/her.

GRADE LEVEL:

K - 8

TIME:

30 minutes to an hour.

MATERIALS:

3 x 5 index cards (optional).

PROCEDURE:

Divide the class into four groups. Let each group have three minutes to ask the new student any question they wish . (If the teacher chooses, the questions can be written on the index cards and given to the student).

The new student should be reminded that he/she does not have to answer a question he/she does not want to.

Once the groups' questions have been answered, allow time for the new student to ask questions of the class.

After the questioning, ask for a volunteer to summarize what was discussed in the session.

FOLLOW-UP:

Create a "WELCOME (name of student) " bulletin board. Encourage the new student to work with the other students to arrange a display that provides information to the students about their new classmate. Things to include are:

Hobbies and interests
Where student lived
Birthday and birthplace
Sisters and brothers
Pet peeves
Favorite things
3 wishes.

Have class make a "Warm Fuzzy" and give it to the new student as a welcome gift.

10

Carolyn
Cliver

HANDS AND FACES

HUMAN RELATIONS CONCEPT:

We make impressions on and communicate to others not only by what we say, but also by the gestures we use.

OBJECTIVES:

The student will practice using facial expressions to communicate feelings to others.

The student will use hand and body movements to communicate with others.

GRADE LEVEL:

K - 8

TIME:

One class period or less at the discretion of the teacher.

MATERIALS:

None for initial activity, see modifications listed.

PROCEDURE:

Ask for volunteers to demonstrate the following:

hitchhiker
stop
peace
attack
hush/quiet
point to something
come here
go away
disapproval
nervous (uneasy, excited)

Ask for volunteers to demonstrate the following facial expressions:

surprise
anger
happy
fear
boredom
frustration or confusion
threatening
sad
pain
disgust

Once the facial and body expressions have been demonstrated, lead a class discussion using the following questions:

Can a person say one thing and yet his/her body movements and facial expressions suggest something different?

Does everyone express things exactly alike with his/her body movements and facial expressions?

What facial and body movements can we use to make someone feel welcome?

How important is it to notice people's facial and body expressions? What do they tell us?

Can you give examples of how people from other cultures express welcome, goodbye, affections, etc.?

Can vocal or verbal expressions be used to communicate the feelings demonstrated in class? (Have students demonstrate using different voice tones and sounds).

How important is it to use facial and body movements to communicate to other people?

MODIFICATION:

For grades K-3, have students make finger puppets using the facial expressions listed, or use hand puppets to demonstrate the various feelings to students.

For K-3, have students draw facial expressions on circular faces and create a bulletin board display using the theme "The Many Things We Feel".

Use a tape recorder to record the vocal expressions and play them back for students.

For grades 4-8, have two students carry on a dialogue while demonstrating the opposite feelings with body movements or facial expressions.

RESOURCE:

BODY LANGUAGE by Julius Fast.

MY INTERESTS

HUMAN RELATIONS CONCEPT:

One way that people differ is in the kinds of things that interest them. To recognize and develop these interests is to become more aware of self.

OBJECTIVES:

The student will become more aware of self by being able to list his/her interests.

The student will become more aware of self by being able to teach his/her interests.

GRADE LEVEL:

4 - 5 - 6

TIME:

Several class periods.

MATERIALS:

Pencil and paper. (If using variation or follow-up, students will need materials appropriate to their hobby or interest).

PROCEDURE:

Students should pretend their television set is broken.

Students should list things they could do to fill their leisure time, sharing their list with the class.

Plan an "Interest Day" when students can bring their hobbies and interests to share with the class, or plan a day when students can work on their hobbies or interests in class. This can be done in small groups.

FOLLOW-UP:

Divide into various interest groups and have students plan, either by themselves or with a partner, a way to share with someone else their hobby or interest. Suggested ways:

Teach the person how to do it.

Invite a person to watch you do it.

Draw a picture about your interest.

Make a display of your interest.

Give a demonstration of your interest.

VARIATIONS:

Have students go to the library and find books about hobbies and interests.

Bring in resource persons who share some of the students interests or might stimulate students to develop some interests.

Recruit parents to demonstrate their skills in different hobbies and interests.

After completing one or more of the above activities, have students list their interests.

Share the different interests with the entire class. Emphasize that one's interests are another way in which we are all unique.

When We Communicate, We Learn

HUMAN RELATIONS CONCEPT:

In effective communication the message of the sender directly reflects his/her ideas and feelings. It then becomes the responsibility of the receiver to accurately interpret the message as close to the sender's intent as possible. This message might be both verbal and non-verbal.

OBJECTIVE:

The student will share responses to at least 10 stem questions and accurately recall at least 3 thoughts shared by their discussion partner.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 - 45 minutes.

MATERIALS:

Copies of stem questions, pencils.

PROCEDURE:

Briefly discuss:

What does the word communicate mean?

What are some ways to communicate?

In a telephone, why do we have two ends--one for the ear and one for the mouth?

Discuss listening as being an essential part of communication.

In a large group, hand out stem questions. Suggested questions:

If I had ten dollars, I would ______________.

What my parents say about this school is ___.

Many people don't agree with me about ______.

When I'm alone at home, I __________________.

My parents are usually _____________________.

People can hurt my feelings most by ________.

I like best the kind of teacher who ________.

In school, I do best when __________________.

When people first meet me, they ____________.

The thing that scares me the most is _______.

The people in my neighborhood are __________.

I cry when _________________________________.

The most important person in my family is __.

I like people who __________________________.

If I saw someone shoplifting in a store, I
would ______________________________________.

Have students respond in private to the stem questions.

In pairs, have students share their responses.

After each partner has shared responses, have each student write down three or four things that they learned about their partner.

Then have students go back to their partners and check the accuracy of their statements.

REFERENCES:

"Values: Understanding Others," 8-minute film #1310.

Available for use through the IMC, Madison Public Schools.

TALKING WITHOUT WORDS

HUMAN RELATIONS CONCEPT:

> *"Communication is defined as a person sending a message to another individual with the conscious intent of evoking a response."*
>
> *David Johnson*
> *Reaching Out, 1970*

In effective communication the message of the sender directly reflects his/her ideas and feelings. Initiating both verbal and non-verbal messages is the first step towards any communication.

OBJECTIVE:

Each student will use two means of communication in a non-verbal activity.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 minutes.

MATERIALS:

None.

PROCEDURE:

In a large group, briefly discuss the meaning of the word communicate.

What does the word communicate mean?

Does everyone communicate?

How do we communicate? (Include non-verbal as well as verbal ways)

(You may decide whether or not to use the terms verbal and non-verbal.)

Explain that we are going to try an activity where no talking or writing is used.

Demonstrate the procedure: Have a student come up and ask him/her to put the palms of their hands right next to yours--but not touching. You begin to move your hands. The student is the mirror and tries the exact movement. The activity is done without talking. Move arms up and down with student following. Then reverse--you being the mirror.

With partners, have students stand up, decide who will be the mirror, and who will lead. Remind them of no talking, however, they should be thinking and aware of how they are feeling and communicating without talking. Reverse so the other person is the mirror.

Have the students sit down with partners and discuss:

How did your partner communicate with you?

How did you feel?

If desired, repeat the activity with the hands touching. No one is designated as leader. Discuss afterwards:

How was communication different this time?

How did you feel while you were doing this?

LET'S PRETEND

HUMAN RELATIONS CONCEPT:

In effective communication the message of the sender directly reflects his/her ideas and feelings. It then becomes the responsibility of the receiver to accurately interpret both the verbal and non-verbal messages as close to the sender's intent as possible.

OBJECTIVE:

In role playing situations, the students will identify and accurately interpret both the verbal and non-verbal messages as close to the sender's intent as possible.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 - 45 minutes.

MATERIALS:

Index cards with role playing ideas.

PROCEDURE:

Discuss:

What does the word communicate mean?

How do we communicate?

Discuss that since we communicate both verbally and non-verbally, we must LISTEN to both verbal and non-verbal messages.

Have students form small groups of 4 or 5. Explain that each student in the group will get a chance to do some pretending.

Distribute cards to each group. Have each student select a card, and then role-play his/her response to the situation that is described. Remind students to be serious and to really pretend that they are the person described in the situation on the card. Allow 5 minutes for each situation to be role-played.

Suggested ideas for listening to verbal and non-verbal messages:

Pretend your dog just got hit by a car. You saw it. Tell the class about it.

Pretend it's your birthday and you got a new 10-speed bike. Tell the class about it.

Pretend you were supposed to go to Disneyland this summer, but your mom lost her job and you won't be able to go.

Pretend your boy/girl friend just decided he/she liked your best friend more than you. You found out about it when you went skating. Tell the class about it.

Pretend you wanted to see the movie "Dracula's Daughter." You sat down to watch, and your TV set broke. Tell the class about it.

Pretend you thought your work was all done and then you discover you still have two more worksheets to do. Tell the class about it.

Pretend you went hunting and caught a deer. Tell the class about it.

Pretend you had to work all day Saturday to help your mom. Tell the class about it.

Pretend you just won a contest. Tell the class about it.

Pretend you have to take a very hard test to see if you can skip the next grade. Tell the class about it.

Pretend you were home alone Saturday night. Suddenly, you heard noises upstairs. Tell the class about it.

Pretend you were two hours late coming home for supper and you thought your mom would be mad for sure. When you got home, your mom had company so you didn't get in trouble. Tell the class about it.

Once each student in each group has had an opportunity to pretend, distribute stem questions and ask students to respond to them in private.

The one thing I like about pretending is ______.

The hardest thing about pretending is ________.

When I was telling my story, I felt __________.

When I was listening to others tell their stories,
I felt _______________________________________.

Have students share their responses to the stem questions in their small groups.

FOLLOW-UP:

In a large group possible questions for discussion:

What verbal (or word) messages did the role-player send?

What non-verbal (no talking) messages did the role-player send?

How did the role-player feel?

Ask students to respond orally or in writing?

From this activity, I learned ______________.

COMMUNICATION CHAIN

HUMAN RELATIONS CONCEPT:

In effective communication the message of the sender directly reflects his/her ideas and feelings. Initiating both verbal and non-verbal messages is the first step towards any communication.

OBJECTIVE:

Eaah student will verbally respond to at least two stem questions concerning ideas and preferences, and share at least one of these responses with a small or large group.

GRADE LEVEL:

4 - 5 - 6

TIME:

45 minutes.

MATERIALS:

Strips of colored construction paper, each measuring approximately 1" x 5". About five strips for each student. Pencils. Stapler.

PROCEDURE:

In large group briefly discuss:

What does the word communicate mean?

How do we communicate with others?

Have the students get a pencil and sit in a circle. Hand out about five strips of paper to each person.

Explain that you will ask them a question and each of them can write their answers on the strip of paper. Afterwards, each student may take turns sharing their response and then add their strip to the contribution chain. (Staple links together.) Ask only one question at a time. If any student decides not to answer, that's fine. Have them simply write "pass" on the slip and then add it to the chain. They have then responded.

Possible questions:

What is your favorite dessert?

What are your two favorite TV programs?

What TV programs do you not like?

How many brothers and sisters do you have?

Do you have any pets? If so, what?

What is your favorite thing to do on Saturday?

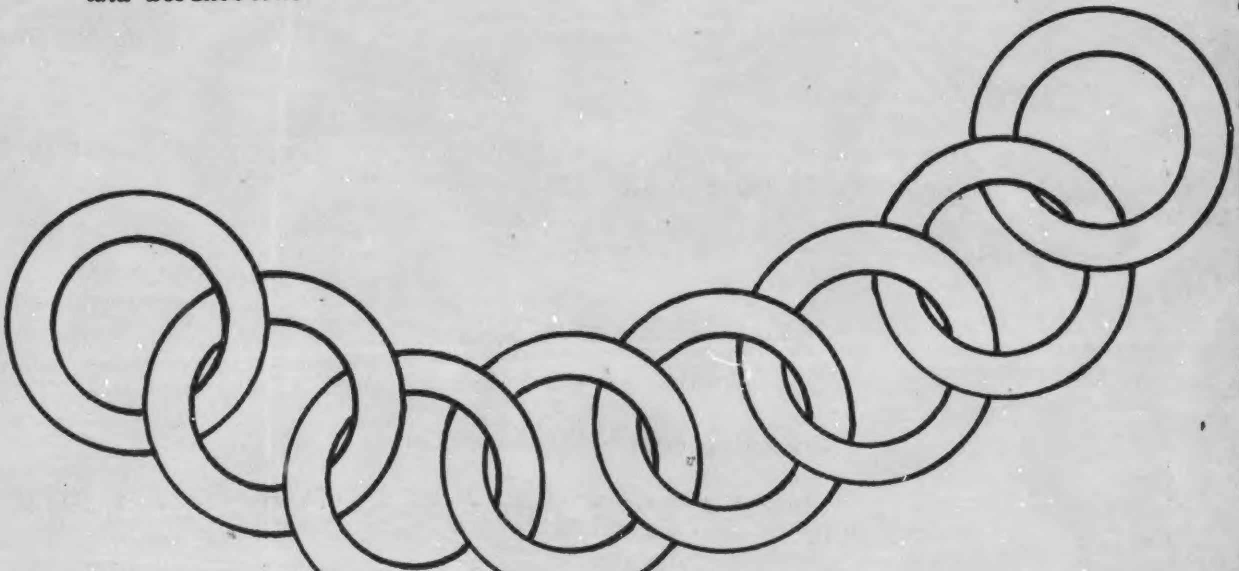
What season of the year do you like best?

What's your favorite color?

Hang up the chain.

FOLLOW-UP:

Chain may be continued to reinforce contributions/expressions in other areas and discussions.



Feeling Words Are Important: I

HUMAN RELATIONS CONCEPT:

One important element in communication is the ability to express one's self clearly and precisely. With an increased vocabulary of words describing feelings, the student will be better able to accurately send feeling messages to others, as well as interpret feeling messages sent by others.

OBJECTIVE:

The student will demonstrate an understanding of the meaning of at least ten feeling words by ascribing the appropriate feeling word to a given situation.

GRADE LEVEL:

4 - 6

TIME:

30-45 minutes.

MATERIALS:

Ideas to generate feelings.

PROCEDURE:

Discuss that to communicate how we feel, words describing the exact feeling are helpful.

Write a feeling word on the board and give a situation for one or two students to role play. Try to actually generate the feeling within the person role playing the situation.

Ideas for creating a feeling:

- **NERVOUS** - The whole school is having a music program. It is your responsibility to get up and sing a solo.
- **CONFUSED** - Teacher gives directions to you. You think you understand. Then a friend comes up and tells you you're doing it wrong.
- **REJECTED** - The class is picking teams for a game. Everyone has been picked but you--and you hear someone say that they don't want you on either team.
- **LONELY** - Your parents, brothers and sisters have been gone all day. It's raining and you haven't seen any of your friends. The phone hasn't even rung.
- **SURPRISED** - You come home one night and your parents have bought you a brand new bike.
- **DISAPPOINTED** - Your mom promised to take you and your friend to the movie across town. Then your sister got sick and you couldn't go.
- **DISCOURAGED** - You're putting a puzzle together that has two thousand pieces. You've worked on it for hours with little progress. Some pieces seem to be missing.
- **FURIOUS** - Someone borrowed your new 10-speed bike and when bringing it back, the person got off, gave it a shove, and ran away. Your bike hit another kid's bike and both crashed down, skidding along the gravel. You pick it up and it is scratched and three spokes are broken.
- **EMBARRASSED** - You bent over and your pants ripped. Three kids saw it and laughed out loud.
- **SCARED** - You're home alone watching a Frankenstein movie. Suddenly you hear the door to your bedroom close.
- **JEALOUS** - There is a new person in school and your best friend is playing with him/her all the time. Your best friend never talks to you anymore.

ANXIOUS - You're leaving next week for Disneyland. Your parents have told you that you have to earn $5.00 before you go. You only have $3.00.

RELIEVED - You thought you were going to have to miss a special program because you didn't have your work done. Your teacher said you could do the work later.

Discuss the role playing situation presented. Suggested questions:

Did you feel ____(role playing word)____________?

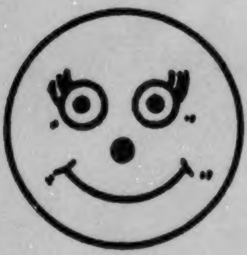
Have you ever felt _______________before? When.

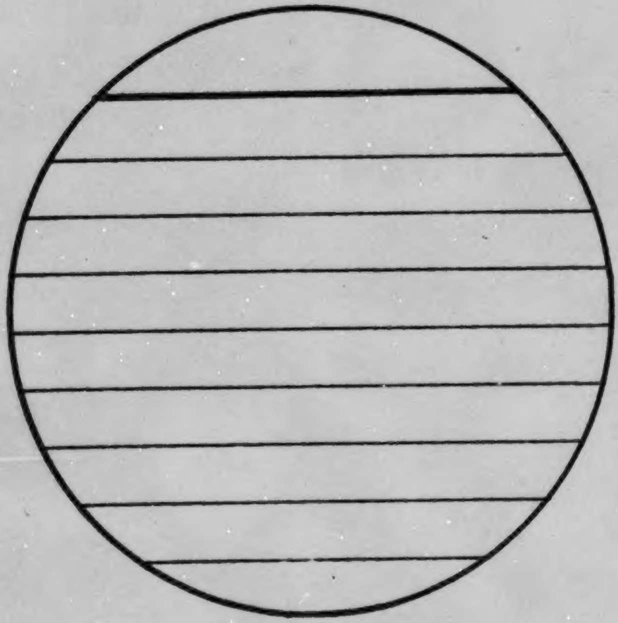
FOLLOW-UP:

Creative writing story where the student tries to make the reader feel a certain way. Suggested worksheet:

DIRECTIONS: *Write a story or paragraph and try to make the READER feel a certain way -- happy, sad, angry, scared, disappointed surprised or any other.*

Cut out the circle you wrote it on and draw a face on the other side, illustrating the feeling you wrote about.





NOTE TO TEACHER: The following two exercises have students complete in private. Divide class into small groups and share responses.

RHYMING WORDS AND RIDDLES

DIRECTIONS: Fill in the space with a feeling word.

What word means that you are ANGRY and rhymes with had? ____________________

What word means you're very PLEASED and rhymes with crowd? ____________________

What word means you're feeling SCARED and rhymes with brightened? __________

What word means you're feeling TIRED of something and rhymes with scored? ___

What word means you're feeling UNHAPPY and rhymes with glad? ______________

What word means you no longer feel NERVOUS and rhymes with believed? _______

UNSCRAMBLE THE WORDS

DIRECTIONS: Unscramble the letters to make a feeling word.

ALEJUSO ____________________	Key:	jealous
GAYRN ____________________		angry
RUUSEN ____________________		unsure
VOERNSU ____________________		nervous
ENLOYL ____________________		lonely
JERTECDE ____________________		rejected
PPASEDDINIOT ________________		disappointed

MATCH GAME

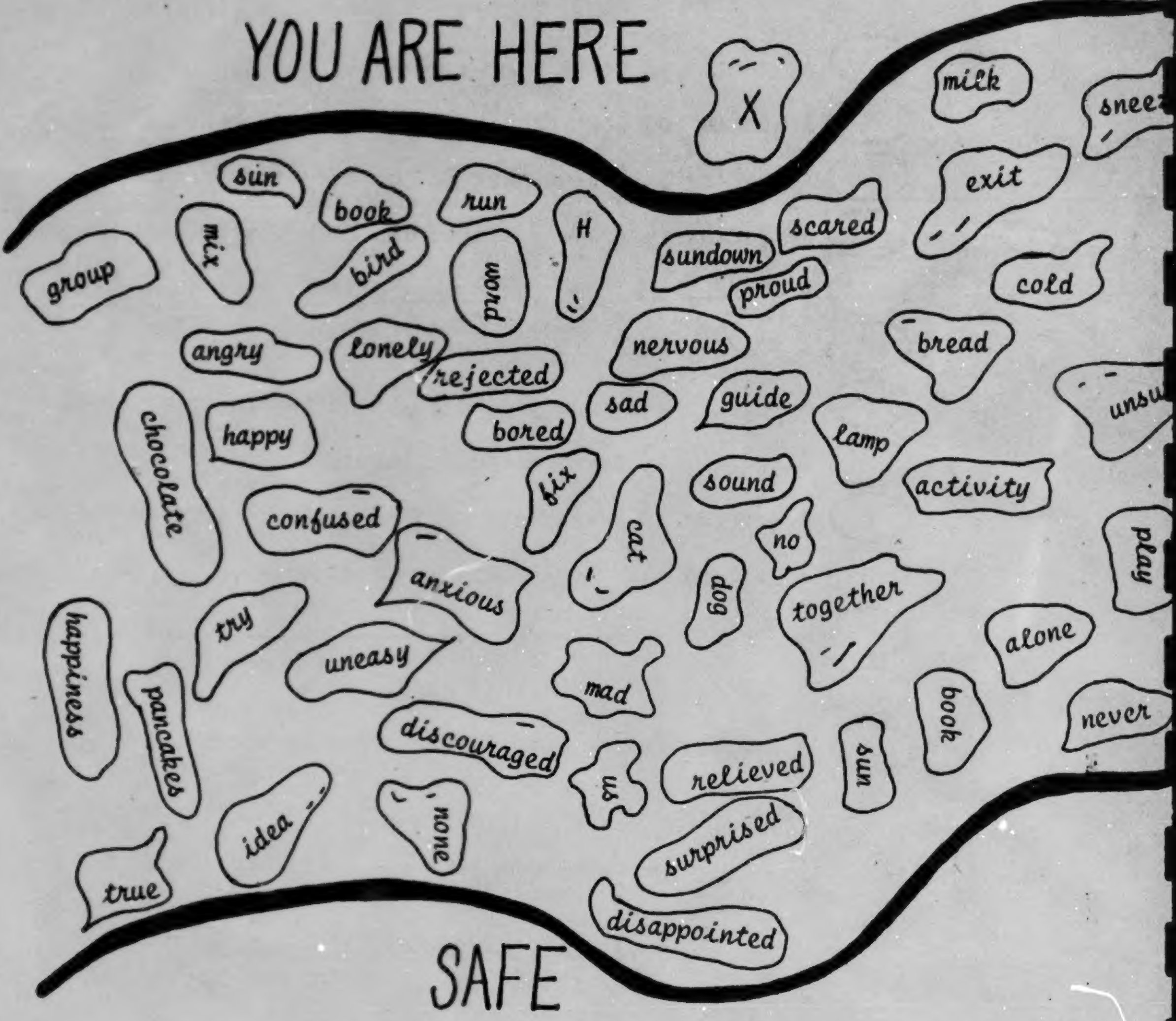
DIRECTIONS: Match the feeling word and the definition. Write the number in the circle. Each word can only be used once!

○ A feeling of being all by yourself.
○ A feeling of fear because of sudden danger.
○ A feeling of having been let down by someone.
○ A feeling that you've tried and tried, but won't succeed.
○ A feeling that you don't know exactly what's happening.
○ A feeling that no one wants or likes you.
○ A feeling when you give a sigh and something is over.
○ A feeling of being tired and uninterested.
○ A feeling of being very pleased with yourself or others.
○ A feeling that everything is going well.
○ A feeling that someone got something that belongs to you
○ A feeling that your body gets when it has the flu.
○ A feeling inside when you're doing something very special.

1. unsure
2. uneasy
3. surprised
4. mad
5. happy
6. angry
7. disappointed
8. discouraged
9. excited
10. furious
11. embarrassed
12. frightened
13. scared
14. jealous
15. proud
16. anxious
17. relieved
18. nervous
19. confused
20. sad
21. bored
22. rejected
23. lonely
24. sick

STEPPING STONES

DIRECTIONS: *Try to cross this dangerous river! The only stones that are safe are* FEELING WORDS. *Color in the words describing feelings and you will have the path!*



KEY: *Start at word* SCARED. *Next stone is* PROUD, NERVOUS, SAD, BORED, REJECTED, LONELY, ANGRY, HAPPY, CONFUSED, ANXIOUS, UNEASY, DISCOURAGED, MAD, RELIEVED, SURPRISED, *and the final stone is* DISAPPOINTED.

RESOURCES:

Creative Writing exercise, and Stepping Stones adapted from CENTER STUFF by Forte, Pangle, Tupa. Incentive Publications, 1973.

Feeling Words Are Important: II

HUMAN RELATIONS CONCEPT:

An important element in communication is the ability to express oneself clearly and precisely. With an increased vocabulary of words describing feelings, the student will be better able to accurately send feeling messages to others, as well as interpret messages sent by others.

OBJECTIVE:

The student will demonstrate an understanding of the meaning of at least ten feeling words by ascribing the appropriate feeling word to a given situation.

GRADE LEVEL:

4 - 5 - 6

MATERIALS:

Moods and Emotions Posters

TIME:

30 - 45 *Minutes.*

PROCEDURE:

Using the Moods and Emotions cards, discuss feeling words. Choose one or more of these variations:

Variation 1: Hold up a picture card. Possible discussion questions might include:

What do you think happened here?

How does this person feel?

Write the feeling words on the board. Encourage words other than happy or sad.

Variation 2: In the Moods and Emotions Instruction Manual are stories describing the pictures. Read a story and then show the appropriate picture. The students finish the story. Discuss the feelings shown.

Variation 3: Provide a list of feeling words. Show pictures from the Moods and Emotions cards and ask students to choose the feeling word that best describes how the person(s) feel(s) in each picture.

MODIFICATION:

Use the Moods and Emotions cards as stimuli for creative writing.

REFERENCES:

"I Am", a 14 minute film #3800.

The above film available for use through the IMC, Madison Public Schools.

Moods and Emotions available for use through the Department of Human Relations, Madison Public Schools.

Learning
Center
Activity

Feeling Words Are Important: III

HUMAN RELATIONS CONCEPT:

With an increased vocabulary of words describing feelings, the student will be better able to accurately send feeling messages to others, as well as interpret feeling messages sent by others.

OBJECTIVE:

The student will demonstrate an understanding of the meaning of at least two feeling words by defining the words through anagrams

GRADE LEVEL:

4 - 5 - 6

TIME:

30 minutes.

MATERIALS:

Copies of Anagram Worksheet, paper, pencils.

PROCEDURE:

Discuss with students:

What is a feeling?

What are some examples of feelings?

Have the students define a feeling using it as an anagram. On a piece of paper write a feeling word down the side. Students think of words or sentences that begin with each letter that would define the word. This activity may be done individually, in small groups, or with the total class.

ANAGRAMS

DIRECTIONS: Choose 1 or more of these feeling words and write Anagrams that tell about what the word means to you. Use words or sentences.

N numb
E excited
R really upset
V very tense
O over anxious
U uneasy
S shaking

NERVOUS
CONFUSED
SAD
UNHAPPY
BORED
UNWANTED
REJECTED
LONELY
HATED
LOVED

UNSURE
UNEASY
SURPRISED
MAD
HAPPY
ANGRY
DISAPPOINTED
DISCOURAGED
EXCITED
FURIOUS

EMBARRASSED
FRIGHTENED
SCARED
JEALOUS
PROUD
ANXIOUS
RELIEVED
SICK
RESENTED
JOY

Feeling Words Are Important: IV

HUMAN RELATIONS CONCEPT:

With an increased vocabulary of words describing feelings, the student will be better able to accurately send feeling messages to others as well as interpret feeling messages sent by others.

OBJECTIVE:

The student will demonstrate an understanding of at least ten feeling words by acting out or ascribing the appropriate feeling to a given situation.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 - 45 minutes.

MATERIALS:

Index cards with feeling words.

PROCEDURE:

Discuss:

What is a feeling?

What are some examples of feelings?

Charades game: Ask one student to choose a feeling word. Have the student and a friend of his/her choice think of a situation to role play in which one person would experience the feeling on the card. Remind students not to say the word. The rest of the students then try to guess the feeling portrayed. If necessary, provide students with a list of feeling words from which to choose.

Suggested feeling words:

- Nervous
- Confused
- Sad
- Unhappy
- Bored
- Unwanted
- Rejected
- Lonely
- Unsure
- Uneasy
- Surprised
- Mad
- Happy
- Disillusioned
- Disappointed
- Discouraged
- Excited
- Furious
- Embarrassed
- Frightened
- Scared
- Jealous
- Proud
- Anxious
- Relieved
- Sick
- Angry
- Joy

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Activity

Feeling Words Are Important: V

HUMAN RELATIONS CONCEPT:

Facial expressions frequently give off clues as to how a person is feeling. With an increased vocabulary of words to describe feelings, the student will be better able to interpret facial messages sent by others.

OBJECTIVE:

The student will demonstrate a sensitivity to non-verbal, facial messages by ascribing an appropriate feeling word to a cartoon face.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 - 45 minutes.

MATERIALS:

Several comic books, tracing paper, pencils, Cartoon Faces Worksheet ditto run on construction paper.

PROCEDURE:

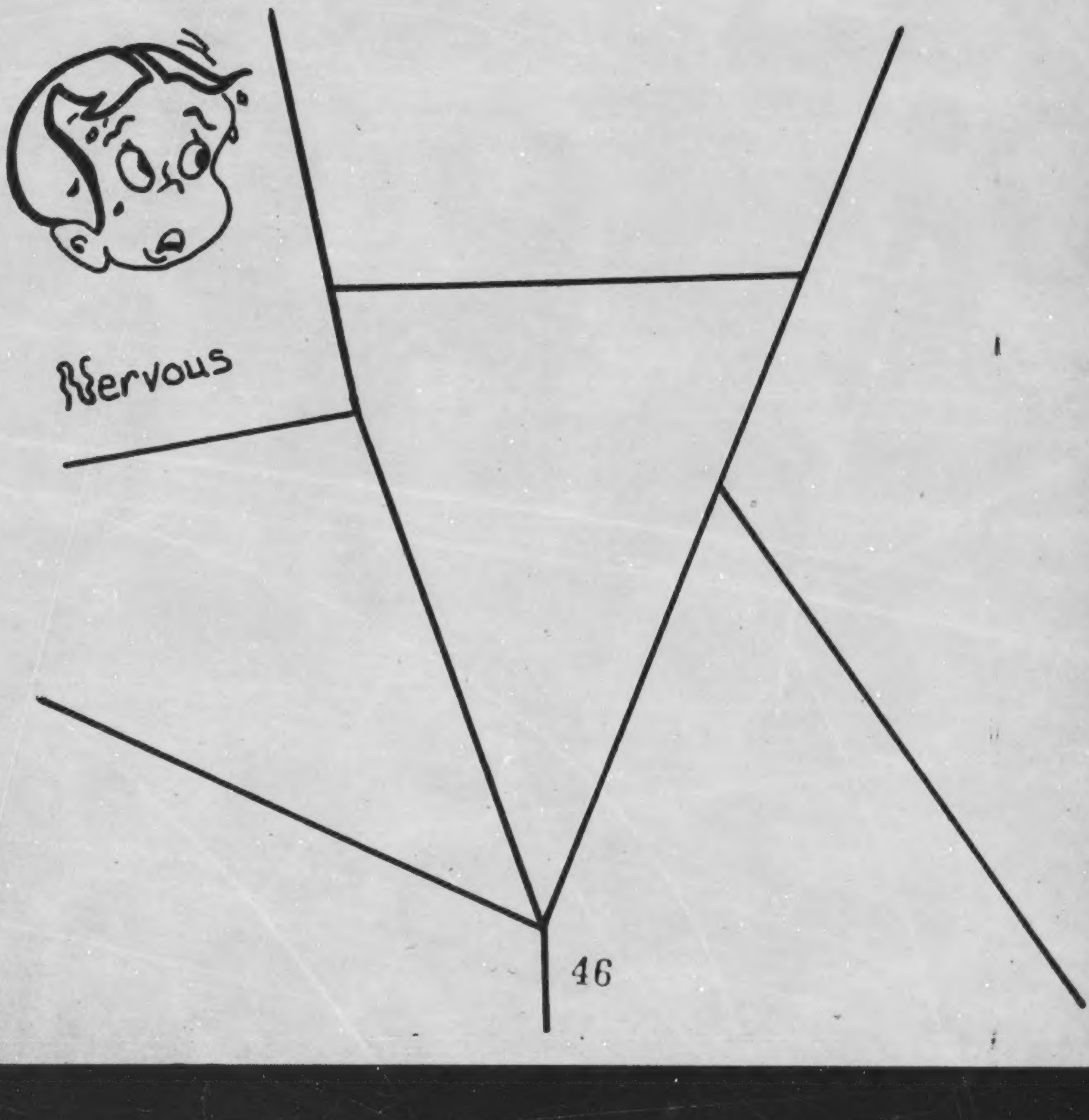
This activity is most effectively used after other activities that develop a feelings vocabulary. See activities.

Prepare materials for independent work in a small group. The Cartoon Faces Worksheet can be prepared on a ditto and run on colored construction paper.

In a large group or learning center, explain directions to students. Have students trace a face from a comic book or glue it to a section of the Cartoon Faces Worksheet. Then write one word that best describes how the character is feeling.

CARTOON FACES

DIRECTIONS: Trace a face from a comic book and glue it to a section. Then write one word that best describes how the character is feeling.



Have students work in small groups at tables.

Share projects in large or small groups. Display on bulletin board.

Let's Make Some Rules For Communicating

HUMAN RELATIONS CONCEPT:

"Effective communication facilitates positive involvement with other people."

David Johnson
Reaching Out, 1970

Effective communication can then be facilitated by having agreed upon guidelines for group discussion.

OBJECTIVE:

The student will generate a list of at least six guidelines for group discussion.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 minutes to an hour.

MATERIALS:

Newsprint and magic markers.

PROCEDURE:

Have students sit in a circle (on a rug or arrange desks) so that they can have eye contact with one another. Explain that the class will be having many discussions and that guidelines or rules which we all agree upon would be helpful.

Discuss what behaviors or rules would help.

List on paper the ideas that are generated. All appropriate responses should be accepted.

If numerous rules are listed, have students narrow the list down to a limited number. Post list in a visible area so it can be referred to frequently.

This list might include listening to one another, only one person talking at a time, no name calling, speaking for yourself, no side conversations, expressing your ideas freely.

I don't think we should talk when someone else is talking.

Let's raise our hands when we have something to say.

I'd like for us to talk about the names we call each other. It makes me feel sad when people call me names.

I CAN DO. . .
I CAN'T DO. . .

HUMAN RELATIONS CONCEPT:

Every individual has limitations and capabilities. To recognize these limitations and capabilities is to be more aware of self.

OBJECTIVE:

The child will recognize self as an individual with capabilities and limitations and will be able to list these qualities.

GRADE LEVEL:

4 - 5 - 6

TIME:

Two class periods.

MATERIALS:

List of stem questions.

PROCEDURE:

Individually the students will respond to some stem questions.

Divide the class into groups of 4 or 5 to share the information.

Tell students that after group sharing, you or other classmates will ask them what they learned about either themselves or others in their group.

Suggested stem questions:

I am good at ________________ because _________.

When I'm older, I'd like to be good at _________.

I admire _________ because he/she is good at ___.

I am embarrassed when I try to ______________.

Right now, I have trouble when I try to _____.

I am just no good at ________________________.

I'd like to become better at ________________,
so I will ___________________________________.

At the next class period, using the information from above, have students prepare a plan of action dealing with how they can become better at something that was important to them.

See that they include a measuring device so that they will know when they are improving.

Students can share plans, if it seems appropriate.

VARIATION:

In planning action steps to deal with how they can become better at something that is important to them, ask students to check with their classmates to see if they have the skill or expertise another is seeking. Where possible, have students form dyads and discuss how they can help each other improve upon something that is important to them.

REFERENCE:

"Mirror, Mirror," 22-minute film #7295. Available for use from BAVI (Bureau of Audio Visual Instruction), University of Wisconsin-Madison.

Sharing My Feelings Is Important

HUMAN RELATIONS CONCEPT:

"Without self-disclosure you cannot form a close personal relationship with another person." By practicing expressing one's feelings and self-disclosing, the students will get to know each other better. We define self-disclosure as: ". . .revealing how you are reacting to the present situation and giving any information about the past that is relevant to understanding how you are reacting to the present."

David Johnson
Reaching Out, 1970

OBJECTIVE:

The student will respond orally to the group to at least two stem questions.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 to 45 minutes.

MATERIALS:

Copies of stem questions, pencils.

PROCEDURE:

It is suggested that activities developed to increase students feelings vocabulary be done before this activity. See activities listed under the "Feeling Words Are Important" series.

Briefly review the meaning of several feeling words used in stem questions.

Hand out stem questions and ask students to respond in private. (If students do not want to answer a particular question, that is quite alright).

TALKING ABOUT FEELINGS

I feel embarrassed when ______________________________.

I was really happy when ______________________________.

I get angry when ______________________________.

People hurt me when ______________________________.

I feel rejected when ______________________________.

When I am with my parents, I feel ____________________.

When I feel lonely, I ______________________________.

When no one talks to me in a group, I feel ____________.

When people make fun of me, I feel ____________________.

I felt disappointed when ______________________________.

In small groups, share some of the responses. Contributions should be totally voluntary.

VARIATIONS:

Have students share their responses in pairs.

Have each person in the pair select the stem question that they feel is most important. Have each partner paraphrase the response of the other to the entire class.

REFERENCE:

"Inside/Out - Strong Feelings," 15-minute film #9114. Available for use through BAVI (Bureau of Audio Visual Instruction), University of Wisconsin-Madison.

Adapted from:
VALUES CLARIFICATION
by Simon, Howe and Kirschenbaum. Hart Publishing Company, Inc. 1972

TRUST

HUMAN RELATIONS CONCEPT:

An important element in communication is the knowledge that members of a group trust each other.

OBJECTIVE:

To facilitate the development of trust, the student will define, in his/her own terms, the concept of trust, and list criteria for being trusted as well as trusting.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 - 45 minutes.

MATERIALS:

Copies of the Circles Worksheet, pencils.

PROCEDURE:

Discuss with students the meaning of the word trust.

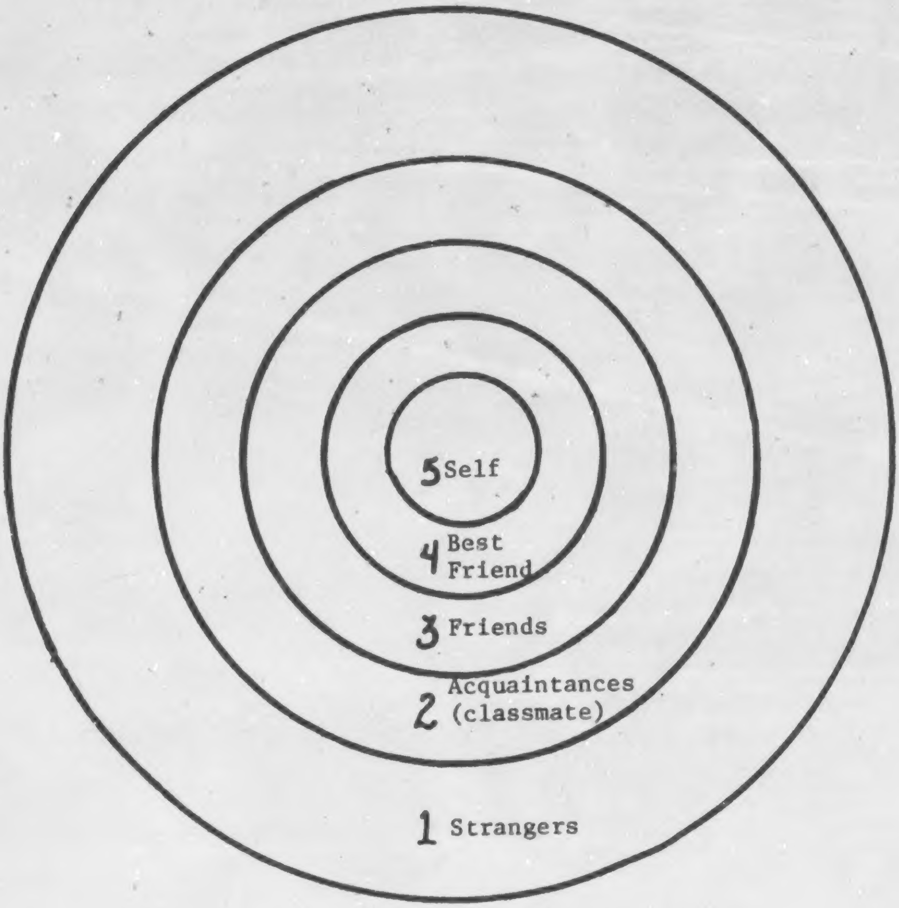
Hand out the Circles Worksheet and explain what each band represents. Suggested worksheet:

TRUST CIRCLE

DIRECTIONS: Write the KEY word in the appropriate circle from a list of questions the teacher will read to you. If you are unsure of what each circle represents, refer to the explanation square.

EXPLANATION SQUARE:

1. There are things we would let anyone know, even strangers. For example, our favorite TV show, or your pet's name.
2. Other things we might not want strangers to know, but would tell our classmates or neighbors.
3. Other things we reserve only for our friends
4. Some thoughts we tell only *best* friends.
5. Some thoughts or acts we don't share with anyone but our self.



In explaining, start with the outer-most circle and move inwards. Possible descriptions:

1. There are things we should let anyone know--even strangers. For example, our favorite TV show, or your pet's name.
2. Other things we might not want strangers to know, but tell our classmates or neighbors.
3. Other things we reserve only for our friends.
4. Some thoughts we tell only *best* friends.
5. Some thoughts or acts we don't share with anyone but our self.

Ask students to listen and think about to whom they would tell the answer to questions you will ask. Ask about 5 or 6 questions and have students write the KEY word of the question in the circle. Suggested questions (KEY word is underlined):

To whom would you tell that you cried when you were left alone?

To whom would you mention that you had a scary dream?

To whom would you share that you had once taken money from your dad's dresser or your mom's purse?

To whom would you say that you're really good at something like playing 1st base, jumping rope or some other skill?

To whom would you say that you're really bad at something like ice-skating, baseball, or math, etc.

Which people would you tell exactly what your favorite meal is?

To whom would you tell that your parents had a big fight?

To whom would you tell that you once saw something you think you shouldn't have seen?

To whom would you tell that you once did something mean to an animal?

Have students form small groups of 4 or 5 and share their responses on the trust circle.

FOLLOW-UP:

Have each student write an anagram definition of the word "trust." Post these on a bulletin board.

Telling my best friend what I honestly feel

Refusing to tell others my best friend's secrets

Using understanding and being open

Shedding tears with someone who really cares about me

Taking the time to listen

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Activity

TO ME, TRUST IS. . .

HUMAN RELATIONS CONCEPT:

An important element in communication is the knowledge that members of a group trust each other.

OBJECTIVE:

To facilitate the development of trust, the students will define, in their own terms, the concept of trust.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 minutes.

MATERIALS:

Newsprint, magic markers.

T*elling my best friend*
R*eally believing*
U*nderstand and care about me*
S*ecret keeper*
T*rue friends*

PROCEDURE:

Have students form small groups of 4 or 5.

Distribute newsprint and magic markers.

Ask each student to think of one person who they trust.

On newsprint, have the students write adjectives and phrases that answer the following questions:

What are the most important reasons why you trust this person? ________________

What kinds of things would you tell this person? ______________________________

What kinds of things would you do for this person? __________________________

What kinds of things would you want this person to do for you? ________________

Have each group share their responses to the questions with the entire class.

Using their responses, have students return to their small groups to write a definition of the word trust using an anagram form.

Post these anagrams in a place in the room for students to look at.

LET ME BE ME

HUMAN RELATIONS CONCEPT:

Each child enters the classroom with their own set of values which they have brought from home. These values in turn influence the child's attitudes toward school.

OBJECTIVES:

The student will dialogue with other students about their feelings toward school.

The student will present for the teacher's consideration statements and value judgements parents have made regarding the school.

TIME:

One hour or one class period.

GRADE LEVEL:

4 - 8. Younger children may also participate in this activity if given verbally. Students can either respond verbally or in writing.

MATERIALS:

Stem questions, film "Guaranteed Clean, Quiet and Efficient", 16mm projector and screen.

PROCEDURE:

Have students view the film.

Have students form groups of 4 or 5. Distribute copies of the stem questions and ask each student to respond in private to the stem questions.

I go to school because ______________________________.

When I make a low grade, I feel ____________________.

When I make a low grade, my family thinks that I _____.

When I grow up, I would like to be ____________________.

One thing I don't like about school is ________________.

One thing my parents have said about this school is ___.

One subject I have trouble with is ____________________.

One subject I like is _________________________________.

My parents and my teacher _____________________________.

Have students share responses in their small groups.

Have students return to the large group for class discussion. The following questions may be used:

Did you see any similarities between yourself and the people in the film? What were they?

What are some differences between you and the people in the film?

If you could change some things in this school, what would they be and how would you change them?

If your parents had never been to this school or talked with your teacher, how would you describe it for them?

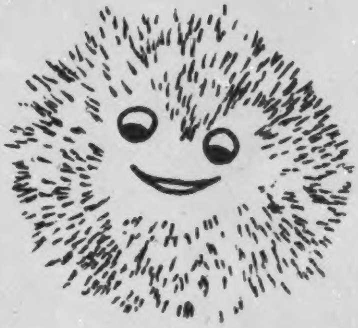
What are some of the things you have difficulty understanding about this school?

RESOURCE:

"Guaranteed Clean, Quiet and Efficient" available through the Department of Human Relations, Madison Public Schools.

Carolyn Cliver
and
Nancy Benson

WARM FUZZIES



HUMAN RELATIONS CONCEPT:

To feel important and worthwhile is a basic human need that is essential to healthy and productive human relationships.

OBJECTIVES:

The student will be able to express positive feelings to another.

The student will be able to accept positive feelings from others.

The student will be able to determine what others consider to be positive statements toward them or their behavior.

The student will be able to state positive statements he/she desires from others.

GRADE LEVEL:

6 - 8, all classes.

MATERIALS:

Copy of "A Fairytale" by Claude M. Steiner, newsprint, magic markers.

TIME:

At least one class period.

PROCEDURE:

1. Educator read "A *Fairytale*".
2. Students break up into small groups of 4 or 5 and respond to stem questions:

   The last time someone said something that made me feel good inside was ____.

   The last time someone said something that made me feel unhappy was ____.

   Things other people can do to make me happy are ____.

   If I could, I would give a ______________________

   to ______________________ to make them feel happy.

3. Have students discuss their responses to stem questions. On large sheets of newsprint, ask students to list things that make them feel good and things that make them feel bad. Students' initials should go next to each item. Good things should be labeled "*warm fuzzies*". Bad things should be labeled "*cold pricklies*".
4. Remaining in small groups, have students make a warm fuzzy for another student in the group based on the responses listed on the newsprint. Warm fuzzies can be drawn or constructed from materials provided by the teacher, e.g. yarn, string, cloth.
5. Exchange warm fuzzies and have student return to large group. Initiate discussion about the story. Brainstorm a definition of a warm fuzzy. Ask students to give examples of a verbal warm fuzzy; of a verbal cold prickly.

MODIFICATIONS:

Have students role-play the "Fairytale" to demonstrate what a warm fuzzy is and what a cold prickly is.

Have a warm fuzzy session each week at which time students and teacher exchange verbal warm fuzzies with one another.

Have a "WARM-FUZZY-OF-THE-WEEK AWARD" for students. Student's name could be posted on a bulletin board with an explanation of the reasons for their selection to receive the award.

In art classes or other classes where its feasible, e.g. home economics, industrial art, have students make special warm fuzzies for one another or members of their family.

A FAIRYTALE

by

Claude M. Steiner, Ph.D.*

Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get Warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy, Warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for Warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a Warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No absolutely not, and once you run out, that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a Warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's Warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a Warm Fuzzy to somebody else, and because Maggie liked him very much, she stopped giving Warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up Warm Fuzzies any time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many Warm Fuzzies.

Even though they found a Warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy. Soon people began to notice the lack of Warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of Warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed. The bad witch who had been watching all of this didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this one was cold while the Fuzzy Bag was warm. Inside of the witch's bag were Cold Pricklies. These Cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent people's backs from shriveling up. So from then on, every time somebody said, "I want a Warm Fuzzy," people who were worried about depleting their supply would say, "I can't give you a Warm Fuzzy, but would you like a Cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a Warm Fuzzy, but one or the other of them would change his mind and they would wind up giving each other Cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less Warm Fuzzies around, so Warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a Warm Fuzzy. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take Cold Pricklies--which were limitless and freely available--coat them white and fluffy and pass them on as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging Warm Fuzzies, people grew very confused about this, never realizing that their cold prickly feelings were really the result of the fact they had been given a lot of Plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzy Bag and find no more.

Not long ago a woman came to this unhappy land. She had not heard about the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely, even when not asked. They called her Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt good around her, and they too began to give out Warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offense to give out Warm Fuzzies in a reckless manner. The children, however, seemed not to care, and in spite of the law they continued to give each other Warm Fuzzies whenever they felt like it and always when asked. Because there were many, many children, almost as many as grown-ups, it began to look as if maybe they would have their way.

As of now it is hard to say what will happen. Will the grown-up forces of law and order stop the recklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will they remember the days their children are trying to bring back when Warm Fuzzies were abundant because people gave them away freely?

Copyright 1969, Claude M. Steiner, 35 Westminster, Kennsington, California 94708.

*Dr. Steiner is co-director of the Berkeley TA Institute, and a teaching member of ITAA. He is looking for an artist to illustrate this fairy tale. Send your sketches to him at 3155 College Avenue, Berkeley, CA 94705.

Suggestion by teachers in the 4th and 5th grade units at Sherman Elementary School

Have A NICE Day BULLETIN BOARD

HUMAN RELATIONS CONCEPT:

Each person needs to have their efforts recognized.

OBJECTIVES:

Students will be recognized by their fellow students and teachers for positive contributions to the class.

Students will be able to appreciate and respect the efforts of others by selecting persons for the "HAVE A NICE DAY" bulletin board.

GRADE LEVEL:

6 - 8

MATERIALS:

Bulletin board, slips of paper for writing student names and their respective contributions.

PROCEDURE:

A large bulletin board used *only* to report the efforts of the students in the room. This is not an academic achievement board necessarily, and while academics may possibly be included, it should not be emphasized. The teacher may put up items such as: Jan was helpful today, or, Charlie talked nice and clear today when called upon to recite.

Students should be encouraged to submit items and to help decide what should be put up (if too many items are available). Students can also be encouraged to submit a different person's or his/her own name each time. The teacher must strive to see that every student gets to submit an item with frequency, and that every student's name gets up on the bulletin board with some regularity, or at least once a week.

RIDICULE

Your homely face, Flippanta, you disguise
With patches, numerous as Argus' eyes:
I own that patching's requisite for you:
For more we're pleas'd, if less your face we view:
Yet I advise, if my advice you'd ask,
WEAR BUT ONE PATCH:--BUT BE THAT PATCH A MASK.

Poor Richard's Almanack

HUMAN RELATIONS CONCEPT:

To make fun of or to ridicule others can often cause them emotional pain and diminishes our right to receive their respect.

OBJECTIVES:

The student will share thoughts and feelings regarding the concept of ridicule.

The student will predict the consequences and effects of ridicule for others.

GRADE LEVEL:

6 - 8

TIME:

One class period.

MATERIALS:

Stem questions, magic markers, newsprint.

PROCEDURE:

Have students form groups of 4 or 5. Distribute stem questions and have students complete them in private:

When someone laughs at me, I feel _________.

When people don't take what I say and do seriously, I feel _______________________.

When people talk about me or someone in my family in order to hurt my feelings, I want to ____________________________________.

When people tell lies about me or my family, I want to ____________________________.

If someone kicked or spat on me, I would ___.

People who make fun of other people are ____.

People who try to understand the feelings of others are _____________________________.

Have students share their responses to the stem questions.

Once responses have been shared, distribute the newsprint and ask students to generate words and phrases describing the following:

Things that people say and do that I feel are funny.

Things that people say and do that I feel are not funny.

After the lists have been generated, ask each group to share their list with the rest of the class. Allow for questions and comments from students.

When the reports are completed, bring students together for a large group discussion. The following questions may be used:

What does ridicule mean?

Is ridicule designed to hurt or help people? Explain.

What reasons can you think of for people deliberately hurting the feelings of others?

What are some things about people that you have seen others make fun of or have seen others laugh at?

Are there things about people that others ridicule which cannot be changed or helped? Explain by giving examples.

Are there things about you that others laugh at that you have no control over?

Are there things about you that others laugh at that you would like to change?

Contributed by Mary
Worthington, English-
Social Studies,
Marquette Middle
School

MY JOURNAL

HUMAN RELATIONS CONCEPT:

Often times we have thoughts and feelings that we like to express through writing.

OBJECTIVES:

The student will develop a private journal in which to record their personal thoughts and feelings.

The student will practice writing sentence forms and grammatical structures.

The student will practice writing literary forms including short stories and poetry.

GRADE LEVEL:

6 - 12, English.

TIME:

An on-going activity throughout the semester or school year.

MATERIALS:

Spiral notebook, pen; classroom text and supplemental literary materials where desired by teacher.

PROCEDURE:

Ask students to obtain an 8 1/2" x 11" spiral-bound notebook. Student names should be written on the first page *inside* the notebook. These are to be used all semester and retained in the classroom by the teacher.

Each week (or more often if desired) allow 15-20 minutes for students to write down any thoughts or feelings they wish.

Encourage students to write in any literary form they wish, but particularly those forms being studied in class.

If students are studying particular grammatical structures or sentence forms, these should be practiced in the journal.

At the end of each class period, teacher should collect journals and read the entries for that day. Where appropriate, make comments, and ask questions.

FOLLOW-UP:

Ask students if they would be willing to share their entries with the rest of the class. Those students who feel comfortable in sharing their entries can read them or ask the teacher to read them.

Have students form small groups to share entries that they have written.

Submit entries to school newspaper for publication or to school literary club for publication.

Sanford Roth

GRIPE AUCTION

HUMAN RELATIONS CONCEPT:

Frustration and anxiety can be lessened when people are given an opportunity to talk about the things that bother them.

OBJECTIVES:

The student will participate in an activity designed to promote self-disclosure.

The student will provide information to the teacher which can be used to assess and diagnose concerns related to the school and the community.

GRADE LEVEL:

4 - 12, all subjects.

TIME:

One class period.

MATERIALS:

Blank sheets of paper, Gripe Tally Sheet.

PROCEDURE:

Have each student write out five gripes they have about any topic (parents, school, money, etc.). It may be helpful to generate these basic topics as a gripe before writing gripes. The statements are to be used for the student's own private use.

Announce that gripes are to be auctioned off to the highest bidder. Each student has a bank of 100 points from which to bid. Announce what the gripe is to be auctioned, and bidding begins.

Highest bidder is given a slip of paper with the name of the gripe written on it, and is thereby given the right to publicly air their gripe on that particular subject. The student may read one of the gripes s/he wrote earlier, or may state another. (In the event of a tie, the winner may be chosen by lot, or each of the highest bidders may share their gripe).

The teacher should appoint a recorder to record the kinds of gripes auctioned, the frequency with which they are offered for purchase and the prices at which they are sold. The following form may be used:

NAME OF GRIPE	NUMBER OF TIMES AUCTIONED	PRICES

STUDENT PERCEPTIONS

HUMAN RELATIONS CONCEPT:

Students' perceptions and feelings regarding the atmosphere of the classroom greatly influences students' ability to learn and participate in class effectively.

OBJECTIVES:

Through written responses made by students, educators will gain information as to student self-concepts.

Through written responses made by students, educators will be able to assess the psychological atmosphere of their classroom as perceived by students.

GRADE LEVELS:

4 - 12 and educators.

TIME:

15 to 20 minutes at the beginning or end of class period.

MATERIALS:

Numbered class roster and 3 x 5 index cards.

PROCEDURE:

1. Have students sign their names to class roster.
2. Pass out index cards with corresponding numbers. Cards should be passed out in such a way so that the numbers and names on the roster correspond to the number on the index card.
3. On each card, have students write several adjectives which describe how they feel about one or both of the following:

   THEMSELVES

   THE CLASS
4. Collect the cards. Save and refer to the cards periodically in order to gain insights into student self-concepts or their

perceptions regarding the class. Repeat this process several times throughout the semester, noting any changes in the kinds of feelings expressed by the students. Retain the original roster so that each student can be given their original number when the index cards are distributed.

Carolyn Cliver
and
Gloria Grant

ISOLATION AND REJECTION

"I want to be alone."

Greta Garbo

HUMAN RELATIONS CONCEPT:

People often isolate themselves in order to get away from circumstances they feel they have no control over. For others, isolation may be a condition that is forced upon them when they feel others have rejected them. In either form, isolation can cause one to pay a heavy emotional toll that is often destructive and unhealthy to good human relationships.

OBJECTIVES:

The student will share thoughts and feelings regarding the concepts of isolation and rejection.

The student will describe and enumerate times when he or she desires to be alone.

GRADE LEVEL:

6 - 12

TIME:

30-60 minutes at the discretion of the educator.

MATERIALS:

Stem questions and handout.

PROCEDURE:

Have students form small groups of 5 or 6. When possible, there should be a mixture as to race and sex. Distribute handout to students and ask them to read it silently.

Two students from each group should be asked to step outside of the room for a short designated period. The teacher should select these students at random.

The remaining students should be told to accept one student when they return, directing their conversation and questions to that student only. The other student is to be ignored entirely and is not to be talked to under any circumstances for at least 15 minutes. The students may choose which ever student they want.

At the end of 15 minutes, the stem questions should be distributed to students. Remaining in their small groups, the students should respond to the stem questions in private.

To be included in a conversation makes me feel ____.

When people ignore me, I ________________________.

I feel I have something to contribute when _______.

I feel lonely or left out in this class when _____.

I like to be alone when ________________________.

I dislike being alone when ________________________.

Ask students to share their responses to the stem questions in their small groups. All students should participate in this part of the activity, each person having an opportunity to speak and be heard.

All students should return to the large group for discussion once responses have been shared. Discussion questions should include the following:

What did you want to do when you felt rejected or ignored by your group?

How did it feel to receive all the attention?

How did you feel when I asked you to leave the group and go outside?

How did you feel when you noticed that others in your group were being ignored or rejected?

What are some things you can do to see that people in this class are not ignored or do not feel rejected?

What are some things that I, the teacher, can do to see that people in the class are not ignored or do not feel rejected?

MODIFICATION:

Have students respond positively to one student and negatively to another student, even though they may disagree or agree with the student, respectively.

For English and Language Arts, have students define words contained in the handout that they are unfamiliar with and use them in sentences.

Taken From: STAFF NEWS
Madison Public Schools
March, 1975

relating to each other

A LITTLE BOY

by Carolyn Cliver

A little boy named Charlie once attended a birthday party for a neighbor child. Charlie was a child of lesser income whose parents both worked at semi-skilled jobs. All of the other children were sons of people whose incomes were much higher than Charlie's parents. The other children were polite and acknowledged Charlie's presence but made no effort to communicate with him or include him in their play. Charlie, unable to tolerate this situation, spent most of the party in the kitchen talking to the mother of the host.

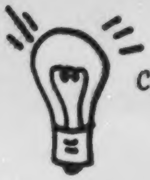
How many of us, for whatever reasons, have been in Charlie's shoes? How often do we remember the feelings of rejection we experienced when we see someone else being ignored or excluded? If we try to remember how we felt, we could understand that Charlie was not receiving three of the basic human needs:

1) Charlie needs honest affection from those near him who are able to give it and in order for a child to be affectionate he has to receive affection early and constantly.

2) Charlie has to have enough power to have some control over situations that involve himself and others. A loved child can feel secure enough about himself to reach out to others and not be devastated by rejection, real or imagined. In this way, he is able to feel that he has something to offer and can encourage others to be receptive.

3) Charlie needs to be included. He needs the opportunity to become involved if he wants to without having to push or fight his way in. The "open door" has to be there for Charlie. Also, Charlie must not have to sacrifice his standards in order to be openly and equally received by others.

Learning to accept others as they are is the first step in insuring that each of us has the right to be accepted as we are. Every Charlie has something of value for us, and we, the other Charlies, have something of value for others. Let us reciprocate.



Carolyn Cliver

I Want To Be WANTED

HUMAN RELATIONS CONCEPT:

To be accepted and feel as though one belongs is a basic human need.

OBJECTIVES:

The student will experience being selected to join a group.

The student will experience not being selected to join a group.

The student will choose a group to join.

The student will share thoughts and feelings regarding being accepted and being rejected.

GRADE LEVEL:

6 - 12 (This activity can also be used to process the formation of small groups to complete class activities).

TIME:

At least one class period if the entire activity is used; variable otherwise.

MATERIALS:

Newsprint, magic markers.

The teacher randomly selects four people from the class and tells each person to stand in one corner of the room facing the class.

These four people now choose one person each from the class, bringing the person to their respective corner. The person selected is told why they were chosen. This is written on newsprint to be shared later in group discussion.

The dyads now decide on a third person to add to the group. Again, the person selected should be told why they were selected and the reason written on newsprint.

The teacher should allow this process to continue until all but one-fourth of the class has been asked to join a group.

Those who remain can decide which group they want to enter and go to that group. Their reasons for entering should be written down on the newsprint. Or, if the one-fourth remaining desire, they can remain together to form their own group. Should this occur, their reasons should also be written on newsprint.

With the groups intact, each original leader should begin a discussion by reading the reasons individuals were chosen for the group. All group members should participate in this discussion. The following stem questions can be used:

> To me, belonging is ______________________________
>
> Having to choose other people for a group makes me feel ______________________________
>
> Having to choose a group to go to makes me feel ___
>
> One good thing about me is ______________________
>
> One not-so-good thing about me is _______________

Once responses have been shared, students should return to large group for discussion led by the teacher.

Discussion questions might include:

> What are some of the similarities you noticed among people in your group?
>
> What are some of the differences you noticed among people in your group?
>
> How did you feel while waiting to be chosen?
>
> Have you ever felt rejected in this classroom?

Would you like to share the experience with your classmates now or perhaps privately with me?

What are some things we can do to make everyone feel that they belong in this classroom?

Do you think everyone has something about them that not all people would like?

Do you think everyone has something about them that all people would like?

TO REVEAL OURSELVES OPENLY AND HONESTLY TAKES THE RAWEST KIND OF COURAGE

HUMAN RELATIONS CONCEPT:

It is often difficult to come to a point of awareness that enlightens us as to the complexities of being human. At best, it is a struggle in which we vigilantly try to integrate what we feel to be the meaning of our own individual experiences with the meaning similar experiences have for others.

OBJECTIVES:

The student will read and discuss "A Fable".

The student will design an art or writing project which reveals one or several aspect of himself/herself that is unknown to others.

GRADE LEVEL:

9 - 12, Art, English

MATERIALS:

Copies of "A Fable", stem questions, and appropriate materials for student use.

TIME:

One or more class periods at teacher's discretion.

PROCEDURE:

Distribute copies of "The Fable" to students. Ask them to read the article quietly.

Distribute stem questions to students and have them write their responses in private:

As I read the fable, I felt ____________________________

____.

One aspect of me I want others to see is ______________

____.

One aspect of me I want others to admire is ___________

____.

One aspect of me I'm not so sure about is _____________

____.

One aspect of me I want most to hide is _______________

____.

In dyads, have the students share their responses to the stem questions with one another.

The teacher should lead a class discussion using the following questions:

How true is this fable from your perspective?

In what ways is it true?

In what ways is it not true?

How did you feel after reading the fable?

What self insight did you gain after reading the fable?

Tell the class that the ideas they have just discussed will be used as a theme in their next project. Suggestions for projects can include:

Clay modeling through which they reveal something about themselves others do not know.

An autobiography containing one piece of information that others may not know about.

Once project has been completed, ask students to form dyads to discuss projects and to share responses to the stem questions.

A FABLE

PLEASE HEAR WHAT I AM NOT SAYING

Don't be fooled by me. Don't be fooled by the face I wear. For I wear a thousand masks, masks that I'm afraid to take off and none of them is me. Pretending is an art that's second nature with me but don't be fooled, for God's sake, don't be fooled. I give the impression that I'm secure, that all is sunny and unruffled with me, within as well as without, that confidence is my name and coolness my game; that the water's calm and I'm in command, and that I need no one. But don't believe me. Please.

My surface may seem smooth, but my surface is my mask. Beneath this lies no complacency. Beneath dwells the real me in confusion, in fear, and closeness. But I hide this. I don't want anybody to know it. I panic at the thought of my weakness and fear of being exposed. That's why I frantically create a mask to hide behind, a nonchalant, sophisticated facade to help me pretend, to shield me from the glance that knows. But such a glance is precisely my salvation. My only salvation. And I know it. That is if it's followed by acceptance, if it's followed by love. It's the only thing that will assure me of what I can't assure myself, that I am worth something.

But I don't tell you this. I don't dare. I'm afraid to. I'm afraid your glance will not be followed by acceptance and love. I'm afraid you'll think less of me. I'm afraid that deep down I'm nothing, that I'm no good, and that you will see this and reject me. So I play my game, my desparate game, with a facade of assurance parade of masks. And my life becomes a front.

I idly chatter to you in the sure tones of surface talk. I tell you everything that is really nothing and nothing of what's everything, of what's crying within me; so when I'm going through my routine, do not be fooled by what I'm saying. Please listen carefully and try to hear what I'm not saying, what I'd like to be able to say, what for survival I need to say, but what I can't say.

I dislike hiding. Honestly! I dislike this superficial game I'm playing, the phony game. I'd really like to be genuine and spontaneous, and me, but you've got to help me. You've got to hold out your hand, even when that's the last thing I seem to want. Only you can wipe away from my eyes the blank stare of breathing death. Only you can call me into aliveness. Each time you're kind and gentle and encouraging, each time you try to understand because you really care, my heart beings to grow wings, very small wings, very feeble wings, but wings. With your sensitivity and sympathy and your power of understanding, you can breath life into me. I want you to know that.

I want you to know how important you are to me, how you can be the creator of the person that is me if you choose to. Please tremble, you alone can remove my mask. You alone can release me from my shadow-world of panic and uncertainty, from my lonely person. Do not pass me by. Please do not pass me by.

It will not be easy for you. A long conviction of worthlessness builds strong walls. The nearer you approach me, the blinder I strike back. I fight against the very thing I cry out for. But I am told that love is stronger than walls, and in this lies my hope. Please try to beat down those walls with firm hands, but with gentle hands for a child is very sensitive. Who am I, you wonder, I am someone you know very well. For I am every man you meet and I am every woman you meet, and every child you meet.

Anonymous

A GOOD TEACHER IS. . .

HUMAN RELATIONS CONCEPT:

Understanding the expectations of others allows us to better fulfill our roles.

OBJECTIVES:

The students will list characteristics they desire to see in a teacher.

The student will come to a consensus with other students regarding the five most important characteristics of a teacher.

GRADE LEVEL:

6 - 12

TIME:

One class period.

MATERIALS:

Newsprint, magic markers.

PROCEDURE:

Ask students to privately list no more than ten characteristics they would like to see in their teachers.

Ask students to rank the characteristics in order of importance with one being the most important and on down to ten being the least important.

Have students form small groups of 4 or 5 and share the characteristics they have listed.

Ask students to come to a consensus as to the top five characteristics. Write these on newsprint.

Have each group present their list to the class and discuss. Discussion questions can include:

What are some suggestions that you can give that will help teachers measure up to your expectations?

Can all teachers have all the characteristics you have listed?

Why or why not?

If students can have expectations for teachers, should teachers have expectations for students? Give reasons.

Give some examples of disappointments you may have experienced with teachers.

What can we do when others don't come up to our expectations?

MODIFICATIONS:

Choose one characteristic and have students polarize as to whether they agree, disagree or are neutral. Encourage dialogue and inquiry across groups.

As a teacher, list the characteristics you feel teachers should possess. Share and compare your list with the student lists.

FOLLOW-UP:

Collect lists to review for student perceptions and feelings. Students' names should not be on the lists.

ALIENATION

> *What a joy. To be rid of that lonliness which comes from being constantly among a strange people who don't know anything about me and are convinced they do, a people who basically don't like me and say they do.*
>
> *Julius Lester*

HUMAN RELATIONS CONCEPT:

To be alienated from one's environment implies a conscious decision to withdraw or separate one's self. To feel alienated implies that the reciprocal values of caring, respect and acceptance needed in constructive human relationships has deteriorated or is missing.

OBJECTIVES:

The student will share thoughts and feelings regarding an incident taken from a newspaper article.

The student will share thoughts and feelings regarding the phenomenon of alienation.

GRADE LEVEL:

6 - 12, all classes.

TIME:

One class period.

MATERIALS:

Newspaper article, newsprint, magic markers, stem questions and 3 x 5 index cards.

PROCEDURE:

Distribute index cards to students. Distribute copies of the newspaper article to students and read it aloud while students read it silently.

After the article has been read, ask students to write on the index cards their immediate feelings. Students should be encouraged to write one-word responses. Ask students to toss them into the middle of the room to be collected by the teacher.

Read some of the responses made by students. Once responses have been read, ask students to form small groups of 4 or 5 to discuss the article further.

Distribute stem questions and ask students to respond to them in private. The following definition should be included at the top of the sheet on which the stem questions are written:

ALIENATION: a withdrawing or separation of a person or his affections from an object or position of former attachment; from the values of one's society and family.

Webster New Collegiate Dictionary

Judging from the article, if I had to describe the way Linda was treated by her parents, I would say ________.

When Linda admitted that she had spent the night with an Air Force lieutenant, I think ____________________.

When Linda's parents said they wanted to "wake Linda up," I think they meant ________________________.

When Linda realized that her parents wanted her to shoot her dog, I think she felt ____________________.

If I had been Linda, I would have ____________________.

After Linda shot herself, I think her parents felt ___.

If my parents asked me to do something similar to what Linda's parents asked her to do, I would ____________.

To feel alone is ______________________________.

To feel misunderstood by those who say they love
you means ______________________________.

Have students share their responses to the stem questions. Distribute sheets of newsprint. As a heading, ask students to write the following statement:

Linda felt alienated from her parents and committed
suicide. We think she felt alienated because:

Have students brainstrom reasons for Linda's feelings of alienation, listing them on newsprint.

Have each group report their list. Following each group report, have a class discussion. The following questions may be used:

How old do you think Linda was?

Are there other people who feel like Linda felt?
Explain.

Committing suicide is perhaps the most extreme
expression of alienation. In what other ways is
alienation expressed?

What are some reasons that might cause one to feel
alienated?

What can we do to prevent alienation from occurring?

Have you felt alienated from your parents, peers,
friends? What do you do?

If you know when a person is feeling alienated what
are some ways you can be of help to that person?

Do you feel that forcing Linda to kill her dog was
the incident that caused her to commit suicide?
Explain.

FOLLOW-UP:

ART: *Have students produce art work centering on the theme of alienation.*

ENGLISH, SPEECH, JOURNALISM, DRAMA: *Using the form Lester has chosen, have students compose or orally interpret writings dealing with alienation.*

SOCIAL STUDIES: Have students read SEARCH FOR THE NEW LAND and discuss it in terms of American youth during the 1960's.

MODIFICATION:

Role play the situation that is described before processing the activity.

REFERENCE: Search for the New Land, Julius Lester, Dell Publishing Company

Search for the New Land, Julius Lester, Dell Publishing Company, Inc., 1969. Available for use through the Human Relations Department, Madison Public Schools.

NOTE:

The poems in this book, except for one, are taken verbatim from newspapers and magazines where they appeared as news articles. I have simply arranged these articles, or portions of them, in poetic form. Such a technique has been called "found poetry," or "pop poetry." Neither appellation impresses me as being adequate to describe such poems, but I have no substitute to offer. Although academicians, critics, poets and others will be insulted, I call them poems, aware that I am stretching the meaning of a word which is already stretched out of shape.

By using news articles in such a way, the meaning of these articles has not been distorted. Quite the contrary. If anything, the meaning has been heightened. We are so accustomed to reading horror in each day's newspapers, the news columns bordered by ads, that we have become insensitive to that horror. By taking news articles and arranging them as poems, what was merely news in one context becomes the human experience it really is.

Julius Lester

PARENTS

Linda failed to return home from a dance Friday night.
On Saturday
she admitted she had spent the night
with an Air Force lieutenant.

The Aults decided on a punishment
that would "wake Linda up."
They ordered her
to shoot the dog
she had owned about two years.

On Sunday,
the Adults and
Linda
took the dog into the desert
near their house.
They
had the girl
dig a shallow grave.
Then
Mrs. Ault
grasped the dog between her hands and
Mr. Ault
gave his daughter
a .22 caliber pistol
and told her
to shoot the dog.

Instead,
the girl
put the pistol
to her right temple
and shot herself.

The police said
there were no charges
that could be filed
against the parents
except possibly

cruelty
to
animals.

(The New York Times - February 7, 1968)

Johari Window

HUMAN RELATIONS CONCEPT:

Through self-disclosure and feedback from others we can begin to act in a freer, more understanding manner with respect to others and to ourselves.

OBJECTIVES:

The student will be introduced to the concept of the Johari Window.

The student will disclose information about self to others.

The student will receive information about self from others.

GRADE LEVEL:

9 - 12

TIME:

Two (2) class periods.

MATERIALS:

Copies of the Johari Window Self-Knowledge and Recording Sheets, copies of the Johari Window Feedback Sheet, stem questions.

PROCEDURE:

Before processing the activity, a lecturette should be given to students on the Johari Window Concept. The notes included with this activity can be used to develop such a lecturette.

After the lecturette, have students form dyads. Groups of up to 5 can be formed at the teacher's discretion.

In dyads, ask students to complete the following stem questions in private:

When someone talks to me, I ______________.

When someone tells me a secret, I ________.

One thing about myself that I am unsure of is ______________________________________.

When I tell someone a secret, I __________.

The feeling I have the most difficulty controlling is __________________________.

The thing I like most is ________________.

The thing I like least is _______________.

Have students share their responses to the stem questions.

Distribute the Johari Window Self-Knowledge and Recording Sheet and the Johari Window Feedback Sheet.

Have students complete Part I of the Johari Window Self-Knowledge and Recording Sheet.

Next, have students fill out the Johari Window Feedback Sheet.

Collect the Feedback Sheets. Cut them in strips and give to students. Students should record the peeceptions held of them on the Self-Knowledge and Recording Sheet which they keep. This provides data on Area 2, the "Bad Breath Box" and allows students to test whether they have actually revealed any hidden data about themselves earlier in their dyads.

Have students return to their groups to discuss their responses to the feedback received and to the concept of the Johari Window.

MODIFICATION:

Read the responses on the Feedback Sheets aloud.

FOLLOW-UP:

Have students participate in the Human Relations Encounter activity.

RESOURCE:

Reproduced in part from A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, *Volume I by J. William Pfeiffer and John E. Jones, Editors. LaJolla: University Associates Publishers, Inc., 1974.*

THE JOHARI WINDOW

Between you and at least one other person there are things about yourself that you know and some things about yourself that you don't know. There are things about you that others may know and some things that others don't know. When these things are put together, they form what has been called the "Johari Window." The Johari Window is named after two people named Joe and Harry.

Things about myself that I--

	Known To Self	Not Known To Self
Known To Others	I Common knowledge	II My blind spots such as bad breath, that my best friends haven't told me about yet
Not Known To Others	III My secrets and things I haven't had a chance to tell yet	IV My hidden potential of things I never dreamed I could do or be

For example, look at the top, left box. It has been called the "Common Knowledge Box." This knowledge includes things that you and I know; I am five feet tall, have brown eyes, etc. In the bottom, left box are the things I know about me but you don't. Some of these are my secrets, things that I'm not about to let you know; some other things I may be dying to tell you--give me a half-hour and I will tell them. For example, I play the drums, I have three children, etc.

In the top, right box are the things you can see about me, you have discovered about me, but I may not be aware of them. This box is sometimes referred to as the "Bad Breath Box." Very often, the area of self represented here contains sources of irritation to others. Until I receive feedback, or am told something about myself that I am not aware of, I will not be able to change my behavior. Below it is the box representing the personal things I don't know about myself, and you don't know about me either. Presumably, these are things in what we could call the subconscious, the unconsious, the hidden potential, etc.; things that I could be good at. An illustration: Up to now I had thought of myself as not being able to make personal confrontation, but, man, somebody let me have it between the eyes, and I discovered I could confront. . . .

Within the context of interpersonal relationships and the desire to grow as a person, to increase one's potential abilities, there exists a notion that my relationship with you can help that growth. On the basis of my relationship with you, I can discover, try out, or release my hidden potential as I begin to share more of myself with you. As more and more of me becomes common knowledge, and as you are able and willing to share with me, this *common knowledge box expands* and dips into the hidden potential box, as well as the "Bad Breath" and the private or secret box. Gradually, we expand. If we are really helping each other to grow, we begin to build more trust, and the more trust we build, the more we can share and develop our potential. It is increasingly possible to confront each other with different values and ideologies and still learn from each other. *Trust* is the *key word* to the achievement of a helpful relationship.

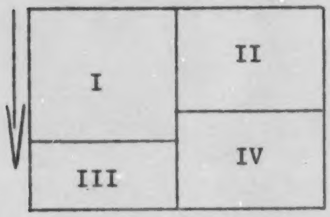
Concept of Feedback

Feedback is when you share your responses to my behavior. In fact, to the extent you are completely open in reacting, you become a mirror for me to see myself. Here is the catch. There are some barriers in me--my values, biases; also, some barriers in you--your values, ideas, biases. There are, however, some things that get through the screen, this is the feedback. Another thing to consider are the barriers produced by the organization, for example, the norms of the group, the structures, including classrooms and schools

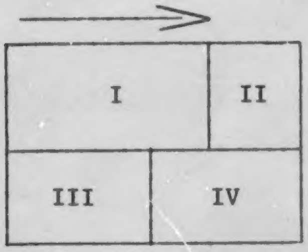
When we give and receive information about each other, the emphasis should be on the situations we are involved in at the present moment. Each of us must form on what is happening *NOW*. In this way we can clarify problems, how we perceive things around us, the feelings we are experiencing and the way we are affected by our responses to one another.

The following charts illustrate the effects of self-disclosure and feedback:

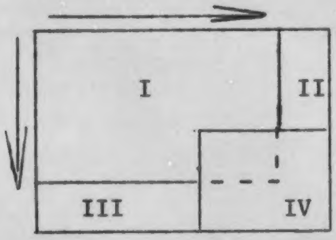
Under Conditions of Self-disclosure



Under Conditions of Feedback



Under Conditions of Self-disclosure and Feedback



Here are some additional things to remember about giving feedback to others:

1. It is given when the receiver is ready to accept it.
2. It is descriptive and not interpretive.
3. It covers recent happenings.
4. It comes at appropriate times.
5. It includes things that are news for the other person.
6. It focuses on things that can be changed.
7. It does not demand change.
8. It is not an overload.
9. It is given to be helpful.
10. Something of the giver is shared when feedback is given.

JOHARI WINDOW FEEDBACK SHEET

Directions: Write your impressions of the major assets and liabilities of each participant, including yourself, in the spaces below. These will be read aloud anonymously as feedback.

PARTICIPANT	ASSETS	LIABILITIES

JOHARI WINDOW SELF-KNOWLEDGE AND RECORDING SHEET

Directions: *List in the left colum below the major assets and liabilities of your personality. Then place a check mark in front of those aspects which you have revealed so far to participants. (Use the Feedback Sheet to write your impressions of other participants.)*

When the facilitator collects the Feedback Sheets and reads them aloud, use the right column of this sheet to record perceptions of you held by other participants. This sheet is yours to keep.

ASSETS Self-Perceptions	ASSETS Others' Perceptions
LIABILITIES Self-Perceptions	LIABILITIES Others' Perceptions

Carolyn Cliver

SELF-CONCEPT

HUMAN RELATIONS CONCEPT:

The ways in which a person views and feels about one's self influences the way in which a person views and feels about others. Through dialogue and inquiry, a person can gain added insights about how others view them.

OBJECTIVES:

The student will complete a personal inventory regarding their self-concept.

The student will dialogue with another student in order to receive feedback and suggestions for improving or changing an item on the personal inventory.

GRADE LEVEL:

9 - 12

TIME:

One class period.

MATERIALS:

Rating sheets.

PROCEDURE:

Distribute rating sheets to students and ask them to complete the sheet in private. The student is to check every item which best describes them from each pair of words or phrases on the continuum. Student's immediate feelings are best, so ask students to complete their ratings in ten (10) minutes.

Keeping their papers, have students form groups of 6. Where possible, try to insure a mixture of 3 males and 3 females.

Ask students to form dyads in their small groups. Students should then begin dialoguing about an area in the rating sheet that they would like to improve upon. Encourage students to give feedback to one another about the areas they are dialoguing about.

These dyads should meet several times throughout the semester so that students can continue to receive feedback from one another.

SUGGESTED READING:

WHY AM I AFRAID TO TELL YOU WHO I AM? by John Powell, S. J., Argus Communications publishers, Niles, Illinois. 1969.

SELF-CONCEPT

DIRECTIONS: For each statement below, place an X in the space that best describes your perception of yourself. Even though you may be unsure about some of the categories, do not leave any items blank.

1. Your capacity to form relationships with people your age.

   High _____ _____ _____ _____ _____ Low

2. Your capacity to form relationships with teachers.

   High _____ _____ _____ _____ _____ Low

3. Your ability to sense the presence of anxiety within yourself.

   Little ___ ___ ___ ___ ___ ___ ___ Overwhelming

4. Your level of frustration and tolerance.

   Become upset
   easily when
   things happen
   that upset usual
   classroom procedure ___ ___ ___ ___ Rarely Upset

5. Your sense of self-worth and self-esteem.

   Feel good about myself _____ _____ _____ _____ _____ Feel bad about myself

6. Your tendency to withdraw from people whose thoughts and attitudes differ from yours.

   Usually withdraw _____ _____ _____ _____ _____ Seldom withdraw

7. Your relationships with classmates.

Seek to be accepted and liked ___ ___ ___ ___ ___ ___ ___ Could care less if I am accepted or liked

8. Your amount of self-control in a classroom crisis.

Well-controlled ___ ___ ___ ___ ___ Frequent breakdowns

9. Your attitude toward school work.

Negative _____ _____ _____ _____ _____ Positive

10. Your reaction to failure.

Give up in anger or give up denying concern _____ _____ _____ _____ _____ Tend to work harder to master the task

11. My tendency to act without considering the consequences.

Usually _____ _____ _____ _____ _____ Rarely

HUMAN RELATIONS ENCOUNTER

HUMAN RELATIONS CONCEPT:

Getting to know another person involves disclosing information about one's self, self-awareness and non-possessive caring. Through dialogue and inquiry people can begin to know themselves and others better.

OBJECTIVES:

The student will practice self-disclosure through dialogue and inquiry.

The student will demonstrate self-awareness through dialogue and inquiry.

GRADE LEVEL:

9 - 12, all classes.

TIME:

At least one class period. It is suggested that this activity be done at the beginning of the semester.

MATERIALS:

Copies of the Human Relations Encounter booklet.

PROCEDURE:

Distribute copies of the Human Relations Encounter booklet to each student.

Explain the activity in terms of the teacher's desire that students get to know one another, as well as developing a better understanding of themselves.

Have students read the first 5 pages of the booklet silently, while teacher reads them aloud. After they have read the pages silently, have each student find another student and begin to process the activity as outlined in the booklet. If students have questions or concerns before beginning activity, encourage them to raise them.

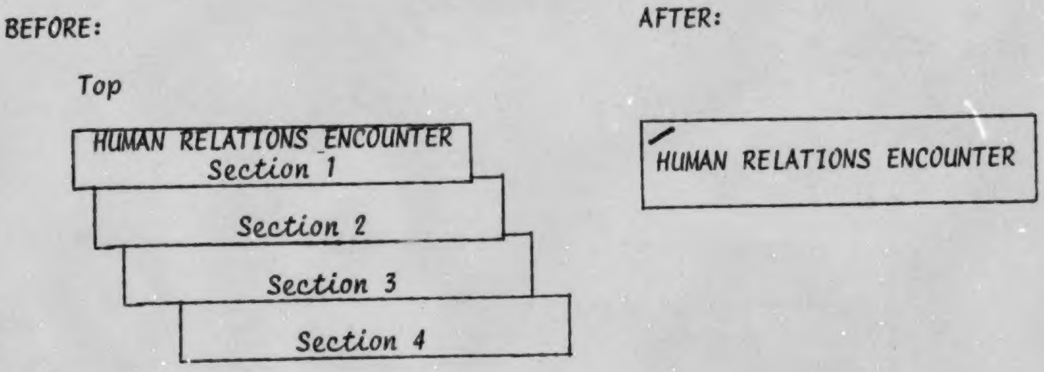
If more than one class period is needed to complete the activity, have students finish it at the next class meeting. Throughout activity, teacher may act as resource person to clarify or answer questions students may have.

MODIFICATION:

The teacher may participate in this activity with students. This may be necessary if there is an odd number of students in the class.

INSTRUCTIONS FOR COMPILING BOOKLET

1. *The booklet shall contain 56 pages, including the title page.*
2. *Each open-ended question as well as instructions shall be printed on it's own individual page.* DO NOT PRINT BACK TO BACK.
3. *Typist shall type as per the attached on a ditto or stencil. Collate in order, pages 1-14. Cut along dotted line. Collate Section 1 on top of Section 2, Section 2 on top of Section 3, and Section 3 on top of Section 4. Your booklet is now complete, staple.*



**"*Human Relations Encounter" adapted from "Dyadic Encounter" by John C. and Johanna Jones.*

HUMAN RELATIONS ENCOUNTER

Adapted From: Dyadic Encounter
John C. and Johanna Jones

- 15 -

When I am feeling nervous in a new situation, I usually . . . .

- 29 -

I feel most affectionate when . . . .

- 43 -

I am afraid of . . . .

READ SILENTLY. DO NOT LOOK AHEAD IN THIS BOOKLET.

A theme that is frequently voiced when persons are brought together for the first time is, "I'd like to get to know you, but I don't know how." This sentiment is often expressed in groups and emerges in other relationships. Getting to know another person involves a learnable set of skills and attitudes. The basic dimensions of encountering another person are self-disclosure, self-awareness, non-possessive caring,

---

In school, I feel most comfortable when the teacher . . . .

Establish eye contact and hold your partner's hand while completing this item

Toward you right now, I feel . . . .

I believe in . . . .

- 3 -

risk-taking, trust, acceptance, and feedback. In an understanding, non-evaluative atmosphere, one confides significant data about self to another, who reciprocates by also disclosing self. This "stretching" results in a greater feeling of trust, understanding, and acceptance, and the relationship becomes closer, allowing more significant self-disclosure and greater risk-taking. As you continue to share your experience authentically, you come to know and trust each other in ways that may enable you to be highly resourceful to each other.

- 17 -

Rules make me feel . . . .

- 31 -

When I am alone, I usually . . . .

- 45 -

I am most ashamed of . . . .

- 4 -

This human relations encounter experience is designed to facilitate getting to know another person on a fairly intimate level. The discussion items are open-ended statements and can be completed at whatever level of self-disclosure you wish.

THE FOLLOWING GROUND RULES SHOULD GOVERN THIS EXPERIENCE:

- 18 -

When I'm not sure of what's going on, I . . . .

__Listening Check__: What I hear you saying is . . . .

- 32 -

In crowds, I . . . .

- 46 -

Right now, I don't want to discuss . . . .

--ALL INFORMATION DISCUSSED SHOULD BE KEPT STRICTLY CONFIDENTIAL.
--DON'T LOOK AHEAD IN THIS BOOKLET.
--EACH PARTNER RESPONDS TO EACH STATEMENT BEFORE CONTINUING. STATEMENTS ARE TO BE COMPLETED IN THE ORDER IN WHICH THEY APPEAR. DON'T SKIP ITEMS.
--YOU MAY DECLINE TO ANSWER ANY QUESTION BY ASKING YOUR PARTNER.
--IF EITHER PARTNER IS BECOMING OBVIOUSLY UNCOMFORTABLE OR ANXIOUS, STOP THE EXCHANGE.

LOOK UP! IF YOUR PARTNER HAS FINISHED READING, TURN THE PAGE AND BEGIN!

- 19 -

I am happiest when . . . .

- 33 -

In a group, I usually get involved when . . . .

Listening Check: What I hear you saying is . . . .

- 47 -

Interracial dating and/or marriage makes me feel . . . .

- 6 -

My name is . . . .

- 20 -

The thing that turns me on the most is . . . .

- 34 -

To me, taking orders from another person . . . .

- 48 -

Premarital sex . . . .

- 7 -

My hometown is . . . .

- 21 -

Look at your partner in the eyes while you respond to this item:

Right now, I'm feeling . . . .

- 35 -

I am rebellious when . . . .

- 49 -

Right now this experience is making me feel . . . .

- 8 -

The reason I'm here is . . . .

- 22 -

The thing that concerns me most about school is . . . .

- 36 -

CHECK UP: Have a 2 or 3 minute discussion about this experience so far. Keep eye contact as much as you can, and try to cover the following points:

How well are you listening?
How open and honest have you been?
How eager are you to continue with this interchange?
Do you feel that you are getting to know each other?

- 50 -

EXPRESS HOW YOU ARE FEELING TOWARD YOUR PARTNER WITHOUT USING WORDS. You may want to touch. AFTERWARDS, tell what you intended to communicate. Also, explore how this communication felt.

- 9 -

Right now, I'm feeling . . . .

- 23 -

When I am rejected, I usually . . . .

- 37 -

The emotion I find most difficult to control is . . . .

- 51 -

The thing I like best about you is . . . .

- 10 -

One of the most important skills in getting to know another person is listening. In order to get a check on your ability to understand what your partner is communicating, the two of you should go through the following steps, one at a time:

Decide which of you is to speak first in this unit.

The first speaker is to complete the following item in 2 or 3 sentences.

- 24 -

To me, belonging is . . . .

- 38 -

My most frequent daydreams are about . . . .

- 52 -

You are . . . .

- 11 -

When I think about the future, I see myself . . . .

The second speaker repeats in his/her own words what the first speaker has just said. The first speaker must be satisfied that what he/she has said was heard accurately.

The second speaker then completes the item in 2 or 3 sentences. The first speaker then paraphrases what the second speaker has just said, to the satisfaction of the second speaker.

- 25 -

A good teacher makes me feel . . . .

- 39 -

My weakest point is . . . .

- 53 -

What I think you need to know is . . . .

- 12 -

Share what you may have learned about yourself as a listener with your partner. The two of you may find yourselves later saying to each other, "What I hear you saying is . . ." to keep a check on the accuracy of your listening and understanding.

- 26 -

Breaking rules that don't make any sense to me, makes me feel . . . .

- 40 -

I love . . . .

- 54 -

Right now, I am responding most to . . . .

- 13 -

When I am in a new group, I . . . .

- 27 -

I like to be just a follower when . . . .

- 41 -

I feel jealous about . . . .

- 55 -

I want you to . . . .

When I enter a room full of people, I usually feel . . . .

- 28 -

The thing that turns me off the most is . . . .

- 42 -

Right now, I'm feeling . . . .

- 56 -

Time permitting, you might wish to continue this encounter through topics of your own choosing. Several possibilities are: money, religion, politics, race, marriage, the future, the two of you.

To assist students in examining the values they hold and the consequences for holding those values.

PREFACE TO TEACHERS
ABOUT VALUES EDUCATION

Often we, as teachers, are faced with a value conflict. On the one hand there is the notion of value relativism -- believing that all beliefs and values are acceptable, or the feeling that it is wrong to impose one's values on anyone else. These beliefs coincide with the intent of the expression "doing your own thing." The dilemma arises within the teacher when he/she is confronted with behavior which he/she feels is unacceptable. Correcting or attempting to modify the behavior seems contrary to the idea of accepting all behaviors and values, yet letting the behavior continue makes the teacher uncomfortable.

It is the resolution of this dilemma that these activities deal with. In our activities, we hope the teacher examines the reasons why their students choose certain behaviors, and that the teacher help the students develop more adequate ways of resolving value dilemmas. We highly recommend the article "Moral Development and Moral Education" by Lawrence Kohlberg and Elliot Tunel.

★ Learning Center Activity

DEFENDING MY BELIEFS

HUMAN RELATIONS CONCEPT:

Another component of values education is the ability to take a stand on issues and thereby act on our values.

OBJECTIVE:

The student will, in at least one way, communicate how he/she feels about a specific issue.

GRADE LEVEL:

4 - 5 - 6

TIME:

One class period.

MATERIALS:

Paper and pencil.

PROCEDURE:

Have students write a letter to the principal indicating something they don't like and would like to change.

VARIATIONS:

Write a letter to their favorite TV person telling him/her how they feel about them.

Write a letter to the President, telling him how they feel about something he has done.

Prepare a speech telling what they feel about an issue.

Write a letter to a news magazine or newspaper expressing an opinion.

Facts & Opinions: 1

HUMAN RELATIONS CONCEPT:

Facts are "things that reasonable people believe to be true." Opinions "are the ideas and judgments people have."

Linda Beech
"Ways to Clear Thinking"
Scholastic Magazine

Being able to distinguish between fact and opinion facilitates the resolution of conflicts among people.

OBJECTIVE:

Each student will distinguish between fact and opinion by appropriately identifying 8 out of 10 statements.

GRADE LEVEL:

4 - 5 - 6

TIME:

Several class periods.

MATERIALS:

Pre-post Test and Survey Sheet.

PROCEDURE:

Administer the pre-test. Re-administer as a post-test at the end of other activities:

PRE AND POST TEST

DIRECTIONS: Put an 'F' in front of each statement that is a fact. Put an 'O' in front of each statement that is an opinion.

______ 1. People must eat to live.

______ 2. Terrible results could follow atomic war.

______ 3. All Democrats are good people.

______ 4. Everyone who reads history is smart.

______ 5. Girls are never naughty.

______ 6. Taxes are always too high.

______ 7. __________________ is the President.

______ 8. Stray dogs are ugly.

______ 9. Political candidates usually make speeches.

______10. No athlete is smart.

Explain to students what a survey is and plan to administer one.

After the data has been collected, look it over carefully paying close attention to the responses to the fact questions vs. responses to the opinion questions.

After looking over the responses to the two kinds of questions, have students formulate adequate definitions of fact questions and opinion questions (possibly--facts are something we can prove and all agree upon while opinions will always have disagreement amongst people).

Write up these two definitions and post in room for further activities.

SURVEY

1. What is your favorite food? ______________________________
2. Who is the President of the United States? __________________
3. How many male teachers are there in this school? ___________
4. What is your favorite leisure time activity? _______________
5. Who is the principal of your school? _____________________

6. Do you feel the Mayor has done a good job? ____________________

7. What should happen to a person who murders someone else? _______

8. What should happen to a person who steals from someone else? ___

9. What season of the year is it? ________________________________

10. Who is the office secretary in this school? ____________________

FOLLOW-UP:

Have students write definition of the words "fact" and "opinion."

MODIFICATION:

Process the activity using small groups. Once the survey has been completed in private, ask students to share their responses.

Facts & Opinions: II

HUMAN RELATIONS CONCEPT:

Facts are "things that reasonable people believe to be true." Opinions "are the ideas and judgments people have."

Linda Beech
"Ways to Clear Thinking"
Scholastic Magazine

Being able to distinguish between fact and opinion facilitates the resolution of conflicts among people.

OBJECTIVE:

Each student will be able to distinguish between fact statements and opinion statements.

GRADE LEVEL:

4 - 5 - 6

TIME:

One class period.

MATERIALS:

Index cards with statements of fact and opinion on them.

PROCEDURE:

Hand out one card to each child. On the card is printed a fact or opinion statement.

Designate different parts of room as fact and opinion sections.

Have student read statement on his/her card. Teacher says "move" after statement is read. Students go to appropriate parts of the room. Students get a point for going to appropriate section.

After all students have read their statements, exchange cards and repeat as often as the class wants to.

VARIATION:

Divide classroom into teams.

Each child must carefully identify type of statement on the card to score a point for his/her team.

Switch cards and play again. Repeat.

MODIFICATION:

Substitute facts and opinions regarding subject matter students are studying for those listed in this activity.

SUGGESTIONS:

Statements of Fact and Opinion to put on index cards:

____________________ is a boy.

____________________ is a girl.

____________________ is the most important pet on the block (in the school).

People with gardens shouldn't live near people with dogs.

Girls are not good athletes.

Dogs are larger than cats.

Snow is cold.

English is spoken in the United States.

Monkeys eat bananas.

February comes after January.

Hockey is more fun than baseball.

Boys should pay for girls on dates.

Cats are nicer than dogs.

When someone hits you, you should hit them back.

Black Americans have better music than White Americans.

Water freezes at 32° F.

Only females can give birth.

Madison is the capitol of Wisconsin

The United States makes more autos than any other country.

The earth revolves around the sun.

Facts & Opinions: III

HUMAN RELATIONS CONCEPT:

Facts are "things that reasonable people believe to be true." Opinions "are the ideas and judgments people have."

Linda Beech
"Ways to Clear Thinking"
Scholastic Magazine

Being able to distinguish between fact and opinion facilitates the resolution of conflicts among people.

OBJECTIVE:

Each student will be able to identify the facts and opinions in the two stories.

GRADE LEVEL:

4 - 5 - 6

TIME:

One class period.

MATERIALS:

Fact and Opinion Stories.

PROCEDURE:

Pass out the two stories.

Have students underline the facts and opinions in the stories

Discuss the students responses. Try to clarify distinction between facts and opinions.

FACT STORY

DIRECTIONS: Read the story and find the FACTS.

June 14 - An American expedition has found what it believes to be the remains of Christopher Columbus' flagship, the Santa Maria. The wreck of the famed vessel was found off the coast of Hispaniola, a large island in the Caribbean Sea. Columbus' own log and documents of the period helped the men find the location of the ship.

Who? ______________________ When? ______________________

What? __________ __________ Why? ______________________

Where? ______________________ How? ______________________

OPINION STORY

DIRECTIONS: Underline the words that are OPINION. (Remember opinion words tell feelings.)

Do you want roads that are defaced and disfigured by billboard advertising? All over America, beautiful views have been spoiled by all the billboards. These horrible things have been put up so thickly along some highways that they are now billboard alleys, dangerous to motorists. Don't let our new national highways be cluttered by ugly billboards as other roads have been. Let's get rid of these monsters!

VARIATION:

Process activity in small groups and have students share their responses.

Adapted from:
VALUES CLARIFICATION
by Simon, Howe and
Kirschenbaum. Hart
Publishing Company,
Inc. 1972.

What I Value:

MY FAVORITE THINGS TO DO

HUMAN RELATIONS CONCEPT:

The first step towards value clarification is value awareness. The aim is not to instill a set of values but rather to have the student identify and clarify his/her own values. The second step is the consideration of alternative values including the recognition that not all people hold the same values.

OBJECTIVES:

The student will plan activities for two days and in so doing, identify at least five important values.

GRADE LEVEL:

4 - 5 - 6

TIME:

45 minutes.

MATERIALS:

Paper and pencils.

PROCEDURE:

Discuss with students that our values help us plan what we want in life. Planning two perfect days will help each person learn more about what they value in life.

Ask students to think about themselves in the future--any time from tomorrow to several years from now. Write about your perfect, ideal two days. Talk about where you would be, what you would be doing, who you would be with. The only limit is the two day time period.

Ask students to share their days in large or small group.

Ask students to respond orally or in writing to:

> From writing this story, I learned that I value ______________________.

VARIATION:

Process activity in small groups. Remind students that the two days they'd plan would have to include things that everyone liked and some things not everyone would like.

Adapted from:
VALUES CLARIFICATION
by Simon, Howe and
Kirschenbaum. Hart
Publishing Company,
Inc. 1972.

What I Value: FINDING OUT

HUMAN RELATIONS CONCEPT:

One approach to values education is values clarification. The first step towards value clarification is value awareness. The aim is not to instill a set of values, but rather to have the student identify and clarify his/her own values. The second step is the consideration of alternative values including the recognition that not all people hold the same values.

OBJECTIVE:

The student will be able to identify 10 of his/her most important values.

GRADE LEVEL:

4 - 5 - 6

TIME:

Two class periods.

MATERIALS:

Chart.

PROCEDURE:

Thoroughly discuss and/or review the meaning of the word value.

On the following chart, have students list the things that are most important to them. Some helpful hints: what would you feel bad about if you lost? What would you never give up?

At the next session, using the same chart, have the students code their original choices. Before beginning, make sure the students know what the code means.

Answer the questions at the bottom of the sheet.

CHART: What Do I Value?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Code your values according to these symbols before each item:

$ = Costs Money

a = Done Alone

wp = Done With People

e = Things You're Especially Proud Of

What did you find out about yourself? I learned that ______________.

I was surprised that ____.

I was pleased that ____.

I was displeased that ____.

REFERENCES:

"Clown," 23 minute film #3323. Available for use through the IMC, Madison Public Schools

Adapted from:
VALUES CLARIFICATION
by Simon, Howe and
Kirschenbaum. Hart
Publishing Company,
Inc. 1972.

What I Value: PRIORITIES

HUMAN RELATIONS CONCEPT:

One approach to values education is values clarification. The first step towards value clarification is value awareness. The aim is not to instill a set of values but rather to have the student identify and clarify his/her own values. The second step is the consideration of alternative values including the reognition that not all people hold the same values.

OBJECTIVE:

The student will come to see which values are most important to them by ranking in order some value questions.

GRADE LEVEL:

4 - 5 - 6

TIME:

One or more class periods depending on the number of questions used.

MATERIALS:

Rank Order Questions, pencils.

PROCEDURE:

Teacher explains to class that he/she is going to ask some questions which will require them to look deeper into themselves and make a value judgment.

Teacher will give the students 3 or 4 alternative choices for responding to each question and ask them to rank order them according to their own value preferences.

Once students have responded to the questions, have them form dyads and share the three most important items.

The teacher will then have the class divide into small groups to discuss ranking and then share with the whole class.

RANK ORDER

1. Where would you rather be on a Saturday afternoon?

_______ at the beach

_______ in the woods

_______ in a discount store

2. How do you learn best?

_______ large group

_______ small group

_______ by myself

3. Which would you rather be?

_______ a Black American

_______ a Native American

_______ a Spanish-speaking American
(Mexican-American, Puerto Rican, etc.)

_______ an Asian American
(Chinese-American, Japanese-American, etc.)

_______ a White American

4. Which is most important in a friendship?

_______ loyalty

_______ generosity

_______ honesty

5. Which season do you like best?

_______ winter

_______ summer

_______ fall

_______ spring

6. Which do you think is most harmful?

_______ cigarettes

_______ marijuana

_______ alcohol

7. Where would you rather live?

_______ on a farm

_______ in the suburbs

_______ in an inner city

8. Which would you rather be?

_______ an only child

_______ the youngest child

_______ the oldest child

9. Which pet would you rather have?

_______ cat

_______ dog

_______ parakeet

10. Which would you least like to be?

_______ very poor

_______ very sickly

_______ very ugly

11. What would you be most likely to do about a person who has bad breath?

_______ directly tell him/her

_______ send him/her an anonymous note

_______ nothing

12. Which would you rather have happen to you if you had bad breath?

_______ be told directly

_______ receive an anonymous note

_______ not be told

13. How do you have the most fun?

_______ alone

_______ with a large group

_______ with a few friends

14. If your parents were always fighting, which would you rather have them do?

_______ get divorced, live with your mother

_______ stay together

_______ get divorced, live with your father

15. If you had two hours to spend with a friend, which would you do?

_______ go to a movie

_______ go for a walk

_______ other ____________

16. Which would you most like to be?

_______ owner of a small business

_______ employed in a large business

_______ employed in a small business

17. Which would you like to do most?

_______ travel by automobile

_______ travel by bus

_______ travel by airplane

_______ travel by train

18. Which would you least like to be?

_______ a prison guard

_______ a garbage collector

_______ factory worker

Adapted from:
VALUES CLARIFICATION
by Simon, Howe and
Kirschenbaum. Hart
Publishing Company,
Inc. 1972

What I Value:

SOLVING DILEMMAS I

HUMAN RELATIONS CONCEPT:

By bringing our values into conflict, one is able to examine the consequences for holding that value, test out if one should hold that value, and develop more adequate ways of resolving value conflict.

OBJECTIVES:

The student will make a decision as to the course of action to be taken.

The student will examine the decision to determine whether it is consistent with his/her values.

The student will predict and examine the consequences of the decision.

The student will consider alternative actions and values in relation to this decision.

GRADE LEVEL:

4 - 5 - 6

TIME:

45 minutes.

MATERIALS:

Copies of "Heart Surgery."

PROCEDURE:

Pass out copies of the story. Read "Heart Surgery". Students follow along with their story.

Divide class into small groups. Each group must make a decision and list reasons for their choice:

Who should live?

Why?

Allow students to discuss for 10-15 minutes.

In a large group, share decisions and reasons of each group.

Other discussion questions might include:

Was it difficult to reach a decision? Why?

Did you feel you had the right answer?

What do your choices say about your values?

Do you act or behave consistently with your values?

HEART SURGERY

You are the head surgeon at a big hospital. You must make a decision that means life for one person and death for three others. Four patients need a heart transplant to live. There is only one heart donor. Assume that all the patients could receive the heart, which one would you choose to live? Why?

PATIENTS: A famous brain surgeon at the height of her career.

A 12-year-old musician.

A 40-year-old lawyer with two children.

A woman who was expecting a baby.

Adapted from:
VALUES CLARIFICATION
by Simon, Howe and
Kirschenbaum. Hart
Publishing Company,
Inc. 1972.

What I Value:

SOLVING DILEMMAS II

HUMAN RELATIONS CONCEPT:

By bringing our values into conflict, one is able to examine the consequences for holding that value, test out if one should hold that value, and develop more adequate ways of resolving value conflicts.

OBJECTIVES:

The student will make a decision as to the course of action to be taken.

The student will examine the decision to determine whether it is consistent with his/her values.

The student will predict and examine the consequences of the decision.

The student will consider alternative actions and values in relation to this decision.

GRADE LEVEL:

4 - 5 - 6

TIME:

45 minutes.

MATERIALS:

Copies of the "Alligator River" story.

PROCEDURE:

Discuss with students that this activity examines the reactions to characters and in so doing, helps them become more aware of their own values.

Pass out copies of the story. Read "Alligator River" while students follow along with their copy.

Following the story, ask the students to privately rank the five characters from the worst to the best. (1 being worst, 5 being best).

Break into small groups and ask students to share their responses and reasoning.

Following the discussion, poll the responses. Suggested questions:

> How many felt Abigail was the best character?
>
> How many felt she was the worst?
>
> . . .Same format for each character.

Other suggested discussion questions:

> Is the person you chose to be the worst character the kind of person you LEAST want to be?
>
> What kind of person would be the opposite of this character?

ALLIGATOR STORY

Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Abigail, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat.

She asked Sinbad if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat.

When Abigail told Ivan her problem, he said he was too busy to help her out and didn't want to be involved. Abigail, feeling that she had no other choice, returned to Sinbad and told him she would agree to his plan.

When Abigail returned the repaired glasses to Gregory, she told him what she had had to do. Gregory was appalled at what she had done and told her he never wanted to see her again.

Abigail, upset, turned to Slug with her tale of woe. Slug was so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Greg was playing ball and Abigail watched happily while Slug beat Gregory up and broke his glasses again.

CHARACTERS: _______ Abigail

_______ Gregory

_______ Sinbad

_______ Ivan

_______ Slug

What I Value:

SOLVING DILEMMAS III

HUMAN RELATIONS CONCEPT:

By bringing our values into conflict, one is able to examine the consequences for holding that value, test out if one should hold that value, and develop more adequate ways of resolving value conflict.

OBJECTIVES:

The student will make a decision as to the course of action to be taken.

The student will examine the decision to determine whether it is consistent with his/her values.

The student will predict and examine the consequences of the decision.

The student will consider alternative actions and values in relation to their decision.

GRADE LEVEL:

4 - 5 - 6

TIME:

45 minutes.

MATERIALS:

Copies of each dilemma. Class to be divided into six groups, the same dilemma given to two groups.

PROCEDURE:

Briefly discuss:

What is trust?

What does it mean to say you trust someone?

Divide class into six groups. Explain that each group will be getting a story (2 groups get same story). Read the story together, decide what the person in the story could do, and be ready to act out your solution for the class.

Questions following the story can be discussed after both groups act out their solution. Suggested dilemmas:

> Tammy is the neighborhood's best tree climber. Her mother and father, however, do not like her climbing in trees as they think it is dangerous for her and also not good for the tree. She has promised her father she will not climb trees--she has made a trust contract with him. But then Tammy's friends come running over to get her. The cat is caught in the tree and no one can get it down. They want her to go up and get it. What should Tammy do? Her friends are trusting her to help, and her father is trusting her not to climb trees.
>
> Does Tammy's behavior make her untrustworthy?
>
> Under what conditions might you break a trust?
>
> Jeff's friend told him that he stole the teacher's scarf to give it to his mother for her birthday. He was very poor and had no money to get his mom a gift. The friend makes Jeff promise not to tell--he made a trust contract with him. When the teacher discovers the scarf is missing, she tells the class it is her favorite scarf. Anyone with information as to where it is could please come to tell her. What should Jeff do? His friend is trusting him not to tell.
>
> Does Jeff's behavior make him untrustworthy?
>
> Under what conditions might you break a trust?
>
> Mandy's friend calls one night and tells her about some real unpleasant things happening at home. Mandy promises not to tell anyone about the conversation. She felt so sorry for her friend, though, that she started to cry. Mandy's mother comes along and asks what is wrong. She believes her mom could help her friend, but Mandy has promised not to tell. What should she do? Her friend is trusting her not to tell--yet her friend needs help.

Does Mandy's behavior make her untrustworthy?

Under what conditions might you break a trust?

REFERENCE:

"Trick or Treat," 15 minute film #3561. Available for use through IMC, Madison Public Schools.

What I Value:

SOLVING DILEMMAS IV

HUMAN RELATIONS CONCEPT:

By bringing our values into conflict, one is able to examine the consequences for holding that value, test out if one should hold that value, and develop more adequate ways of resolving value conflict.

OBJECTIVES:

The student will make a decision as to the course of action to be taken.

The student will examine the decision to determine whether it is consistent with his/her values.

The student will predict and examine the consequences of the decision.

The student will consider alternative actions and values in relation to the decision.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 - 45 minutes.

MATERIALS:

Copies of "Tattletale".

PROCEDURE:

Pass out copies of "Tattletale". Ask students to read their copy silently while teacher reads it aloud.

Ask students to think about how they would respond in this case. Give them a few minutes to make a decision privately.

In small or large groups, discuss the students' decisions. Suggested questions for discussion:

How would you respond? Why?

How do you think the other kids will respond to your decision?

Would you have responded differently had nothing been broken? If someone had been hurt?

If the situation were reversed, what would you expect your friend to say?

What does your decision tell you about your values?

Do you act or behave consistently with your values?

TATTLE TALE

Your teacher has left the room for a few minutes with specific instructions as to how you are expected to behave. There is to be no one running around, no throwing of any objects, and no one is to leave the room, except for emergencies.

As soon as your teacher leaves, your best friend gets up and starts throwing erasers. Sitting next to you is a science experiment for this afternoon. One of the flying erasers hits the experiment and destroys it.

The teacher returns and asks you who is responsible for the mess. How do you respond? Do you remain loyal to your friend and show that you value loyalty and friendship, or respond honestly to your teacher and show that you value honesty?

REFERENCES:

"School Problems: Getting Along With Others," 11 minutes film #1127. Available for use through IMC, Madison Public Schools.

★ Learning Center Activity

The Essence Of Living: I

HUMAN RELATIONS CONCEPT:

All human beings share some physical and emotional needs.

OBJECTIVES:

The student will recognize and list the common needs of all people.

GRADE LEVEL:

4 - 5 - 6

TIME:

One class period.

MATERIALS:

Map, chalkboard.

PROCEDURE:

Divide the class into groups of 4 or 5 and provide each group with a map.

Tell each group they have been shipwrecked on this island and must choose a place to live that will meet their needs and designate it on the map.

On the chalkboard, list some questions for students to consider in making the choice. These can include the following:

Why did you choose this spot?

Where will you get your food and water?

How will you build your shelter?

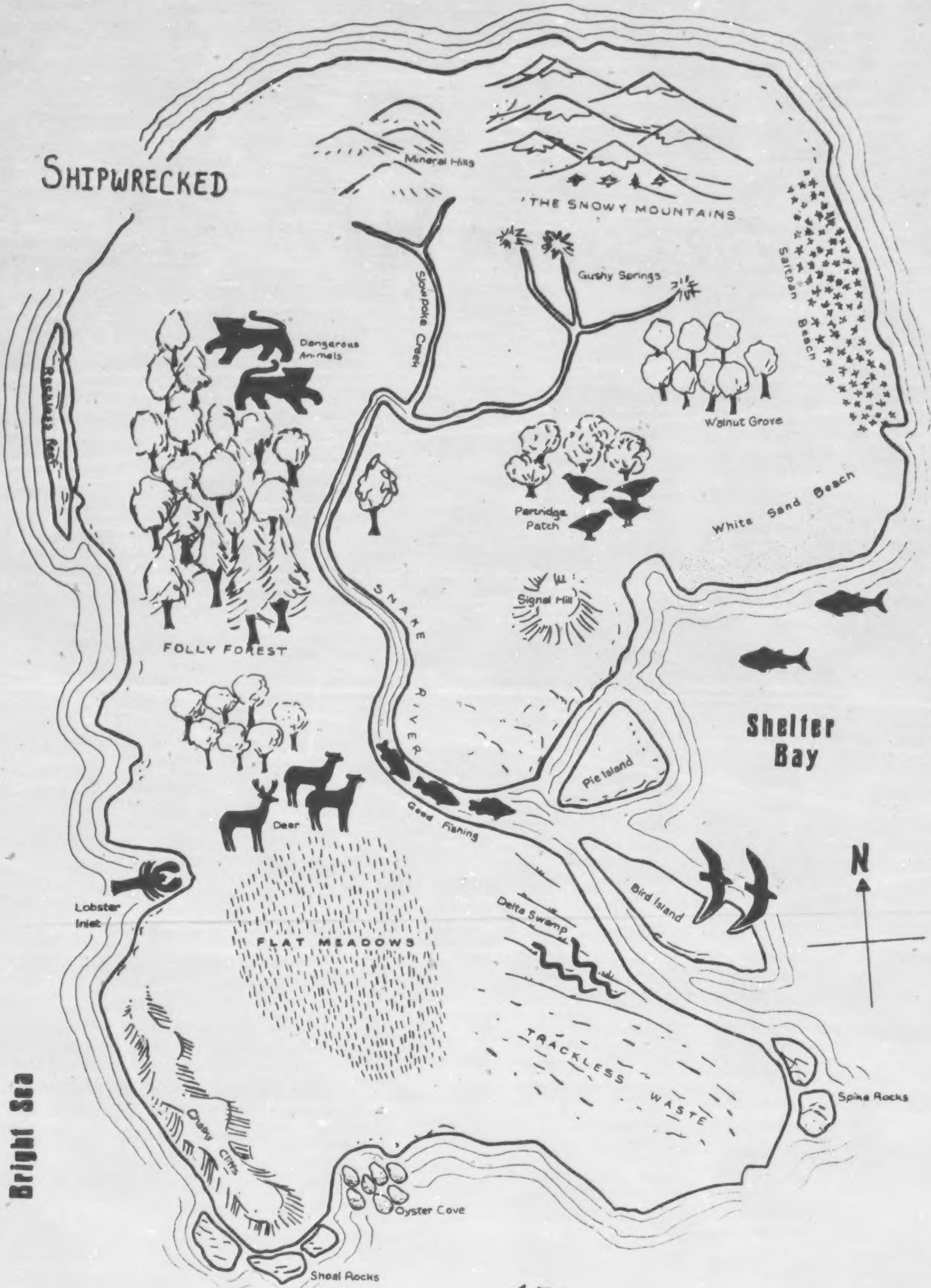
What will you do for recreation?

After each group has made a choice, share the decisions in a large group. Possible discussion questions:

> Which of the places was the best place to live? Explain.
>
> When we choose a place to live, what are some of the things we need to consider?

REFERENCE:

Map taken from Grade Teacher, September, 1969.


SHIPWRECKED
Mineral Hills
THE SNOWY MOUNTAINS
Slowpoke Creek
Gushy Springs
Saltpan Beach
Dangerous Animals
Reckless Reef
Walnut Grove
Partridge Patch
White Sand Beach
Signal Hill
SNAKE RIVER
FOLLY FOREST
Shelter Bay
Pie Island
Good Fishing
Deer
N
Bird Island
Lobster Inlet
Delta Swamp
FLAT MEADOWS
TRACKLESS WASTE
Spine Rocks
Bright Sea
Craggy Cliffs
Oyster Cove
Shoal Rocks

★ Learning
Center
Activity

The Essence Of Living: II

HUMAN RELATIONS CONCEPT:

All human beings share some physical and emotional needs.

OBJECTIVES:

The student will recognize at least ten common needs of all people.

The student will list at least ten common needs of all people.

GRADE LEVEL:

4 - 6

TIME:

Several class periods.

MATERIALS:

Copies of Survey Worksheet, pencils.

PROCEDURE:

Have students make a list of all things they think are essential for living. Have students consider their physical and feeling needs.

Have students take a survey of several persons, asking each one to check the need if they also consider it essential to living. Persons being interviewed may wish to add new considerations to the list.

Have students form small groups and go over the compiled data listing:

What were the ten most common needs?

Results will be shared with other members of the class in small groups.

REFERENCE:

Film - "People are Different and Alike", 11 minutes, #1235.

Resource available through IMC, Madison Public Schools.

SURVEY WORKSHEET

Directions: Make a list of all things that you think are essential to live.

Pass your sheet to at least five other students, asking them to write in their name and check in the appropriate place if they agree that the item is an essential need; or they might want to add a need which they feel is important to them.

Results will be shared with the class.

ESSENTIAL NEEDS	NAME				
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

★ Learning
Center
Activity

The Essence Of Living: III

HUMAN RELATIONS CONCEPT:

All human beings share some physical and emotional needs.

OBJECTIVE:

The student will recognize and list some common needs of all people.

GRADE LEVEL:

4 - 5 - 6

TIME:

One class period.

MATERIALS:

Books, magazines, etc., with pictures of people from other cultures such as: Aborigines of Australia, Bushman of Africa.

PROCEDURE:

Gather books, National Geographics, or any materials dealing with different cultures.

Have students select two cultures and by reading or looking at the pictures ask students to respond to the following stem questions in private:

In order to live a healthy and happy life, these people would need ______________________________.

The culture represented by these people is different from mine because ______________________________.

One need I have in common with the people in the pictures is ______________________________.

Have students form small groups of four or five and share responses.

Values help me to know myself better.

Acting on my values will help me to be at peace with myself.

Listening to others talk about their values will help me to respect them more.

Understanding myself is essential to understanding others.

Everyone will not agree with my values, but that is not always important.

So I must have confidence in myself to act courageously on my convictions.

HUMAN RELATIONS CONCEPT:

Before one can understand and respect the values of others, one must first assess and share one's own values.

OBJECTIVES:

The student will make an assessment of their values using a value sheet.

The student will share their assessment with other students.

The student will come to a consensus with other students in a small group as to the top five values on a value sheet.

The student will discuss the significance of the choices made on the value sheet in terms of the future.

GRADE LEVEL:

9 - 12

TIME:

Two class periods. More time may be spent at a third class meeting if discussion is not completed in the second class meeting.

MATERIALS:

Value sheets, newsprint and magic markers. (Either of the two lists included in this activity can be used.)

PROCEDURE:

Distribute the value sheets to students. Ask students to rank each list from one to eighteen, going from what they consider to be the most important to the least important. Students may add any values that are not included on the sheet.

Each student then finds another student to dialogue with about their choices, preferably someone of different sex, ethnic group, or someone not known well to the student. Remind students that there are no right or wrong choices and that the important thing is for students to understand rather than criticize the values of others.

This pair then finds another pair to share their lists with.

Have quartets find another quartet and form a group of eight. Each group of eight should come to a consensus, after discussion, on the top 5 values of their group. These should be written on newsprint with explanations of the meanings assigned to each.

At the next class meeting, each group will share their selections and interpretations with the entire class. The teacher should encourage discussion across groups, particularly with respect to the reasons for each group's selection.

Have students return to their groups and ask them to respond to the following stem questions:

One new thing I learned about myself was ___.

One new thing I learned about people in this class was ___.

I feel values are important because ___.

If I could change one thing about myself, it would be ___.

Have students share their responses in their small groups.

Once responses have been shared, have all students return to the large group for class discussion. Discussion questions should include:

> **Did you discover that some people in this class hold values that you do not agree with or don't hold for yourself?**
>
> **How did you feel at first about these differences?**
>
> **How do you feel now?**
>
> **Are you able to understand why some people do not share the same values as you? Give an explanation that indicates your understanding.**
>
> **Do you think that you will change your values?**
>
> **What might be some reason for changing/not changing?**
>
> **Do you think everyone should hold the same values? Why? Why not?**

FOLLOW-UP:

The teacher may participate in the activity with the students.

The teacher may rank the list and share this with the total class after students have completed their activity. If teacher chooses to share his/her values with the class, allow some time for dialogue with the students regarding why you ranked them as you did.

RESOURCE:

THE TEACHER/ADVISOR SYSTEM, *Keith H. Habel, Robert G. Riedel, Paul F. Tillquist, and Charles M. Myrbach. Kendall/Hunt Publishing Company, Dubuque, Iowa. 1974.*

LIST I

DIRECTIONS: *Rank in order most important value (1) to least important value (18).*

A comfortable life ______________________________

An exciting life ______________________________

A sense of accomplishment ______________________________

A world at peace ______________________

A world of beauty ______________________

Equality ______________________

Family security ______________________

Freedom ______________________

Happiness ______________________

Inner harmony ______________________

Mature love ______________________

National security ______________________

Pleasure ______________________

Salvation ______________________

Self-respect ______________________

Social recognition ______________________

True friendship ______________________

Wisdom ______________________

LIST II

DIRECTIONS: Rank in order most important value (1) to least important value (18).

Ambition ______________________

Broad-minded ______________________

Capable ______________________

Cheerful ______________________

Clean ______________________

Courageous ______________________

Forgiving ______________________

Helpful ______________________

Honest ______________________

Imaginative ______________________________

Independent ______________________________

Intellectual ______________________________

Logical ______________________________

Loving ______________________________

Polite ______________________________

Responsible ______________________________

Self-controlled ______________________________

Obedient ______________________________

To discuss and evaluate how racism, discrimination and prejudice are perpetuated through educational institutions in America.

To evaluate the relationship of social class and ethnicity to intellectual and emotional functioning.

To increase the understanding of cultural diversity in America in order to facilitate the teaching of pluralism.

Carolyn Cliver
and
Gloria Grant

PAL FOR A WEEK

HUMAN RELATIONS CONCEPT:

While human beings share more similarities than differences, differences enrich the lives of us all. As a result, all people have something to give and to receive from one another.

OBJECTIVES:

The student will be given opportunities to develop on-going relationships with other students in the classroom.

GRADE LEVEL:

K - 3

TIME:

On-going

PROCEDURE:

Students should choose a different classmate as a pal for a week. Names can be drawn from a hat or students may select other students they would like to get to know better.

Pals should spend as much time together as is feasible, both in and outside of the classroom.

At the end of the week, "Pals" should share something they discovered about each other with the class.

When the week is over, students should select another pal. Students should also be encouraged to continue contact with previous pals. It would be valuable if "Pal" relationships could be carried over into the home (with parents knowledge and permission) with "Pals" visiting each other.

FOLLOW-UP:

Have pals exchange warm fuzzies at the end of the week.

Make a friendship chain.

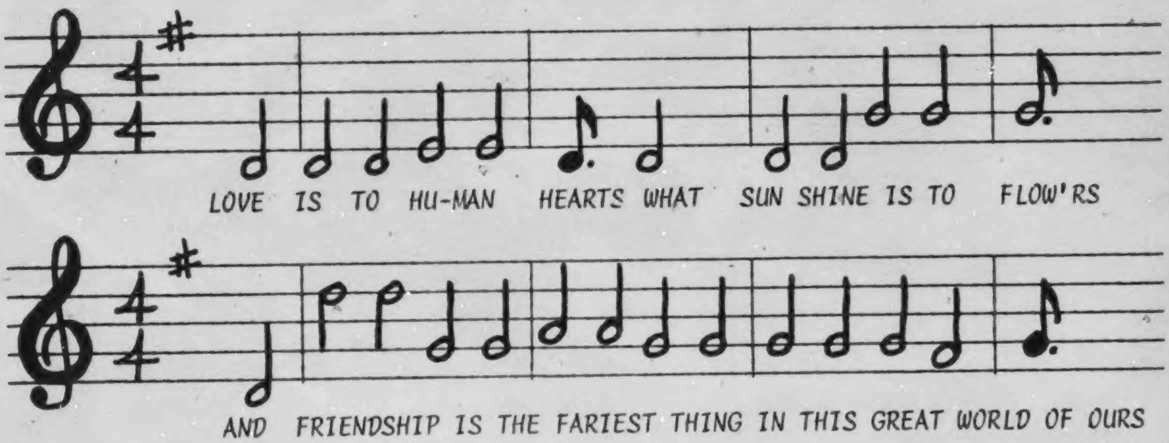
1. Illustrate some sort of chain and explain its purpose, i.e. to unite a group, to protect a group from something dangerous, such as a lion. Demonstrate by holding hands that if one of the links is loose, the chain will break and will be unable to do its job.

2. Give each student a piece of paper (various colors) on which they should write their name. Have the first student make a ring with a word he/she chooses to print on it such as love, kindness, and each student should add theirs to the chain. Close chain and display around bulletin board or other obvious place in the room.

3. Discuss how each link in the Friendship Chain is important and how the various colors and words add to the beauty of the chain just as each unique person adds to the group.

FRIENDSHIP

Music - Beethoven
Author - Unknown


LOVE IS TO HU-MAN HEARTS WHAT SUN SHINE IS TO FLOW'RS
AND FRIENDSHIP IS THE FARIEST THING IN THIS GREAT WORLD OF OURS

REFERENCE:

WILL I HAVE A FRIEND? by Miriam Cohen, Macmillan Books.

THAT'S NO EXCUSE!

HUMAN RELATIONS CONCEPT:

Although there are needs that all people share, there are numerous ways that people differ. One of these differences is physical appearance. These physical uniquenesses can often be a source of conflict.

OBJECTIVE:

The student will be able to identify ways of dealing with conflict that results from physical differences.

GRADE LEVEL:

4 - 5 - 6

TIME:

One class period, or more at teacher's discretion.

MATERIALS:

Puppet-making directions. Materials to make puppets. (See referencces)

PROCEDURE:

Teacher provides descriptions of puppets that are unique in some physical ways, e.g. thin, glasses, skin color. Have enough for everyone in the classroom.

Students choose a description out of a hat and proceed to make a puppet as described on paper.

Divide class into small groups to make plays about their puppets getting teased because of their physical uniqueness. Suggested guide questions to students:

How do you handle the teasing?

What ways can the puppets resolve the conflict?

Observe skits. See how students handle the instances of conflict.

Use the above activity as a springboard to talk about what we feel when we are teased about what we look like. Just as the objects we described above are physically unique, so are humans all different.

REFERENCES:

"Morris the Midget Moose," 7-minute film #1366.

"The Toymaker," 15 minute film #3611.

Puppet-making directions may be found in Create, one in a series of nine books by Educational Services, Inc.

All of the above references are available for use through the IMC, Madison Public Schools.

YOUR DIFFERENCES ARE. . .

HUMAN RELATIONS CONCEPT:

Although there are needs that all people share, there are numerous ways in which people differ. One of these differences is physical appearance. To recognize that all people look physically unique may be the first step toward establishing an attitude of respect for people's other differences.

OBJECTIVE:

The student will recognize self as a unique individual by being able to list the ways he or she is physically different from other people.

GRADE LEVEL:

4 - 6

TIME:

One or more class periods at the discretion of the teacher.

MATERIALS:

Pictures of people with different physical characteristics mounted on construction paper and numbered in sequence, pencil and paper.

PROCEDURE:

Discuss the concept of being unique. Hold up pictures and have students point out physical uniqueness, i.e. long eyelashes, pointed chin. Discuss comments such as ugly or beautiful, which do not identify physical uniqueness.

Place chairs in a large circle and give each student one of the pictures you have just talked about. Each student will note on their paper one unique feature of each person in the picture. After noting, pass the picture to the student on the right, and so on until every student has a comment to make about all pictures presented.

Each student should share with the class what he/she has noted on each picture.

Teacher can point out that each of us look at people differently and that these differences make us unique, not bad. Where one student may think the person in the picture has a big nose, another student may view that structure differently.

REFERENCES:

"When We Grow Up" taken from FREE TO BE YOU AND ME by Marlo Thomas, Gloria Steinem and Letty Cottin Pogrebin. McGraw-Hill Publishers, 1974, p. 32.

"Leo Beuerman", 14 minute film #3808.

The FREE TO BE YOU AND ME record and book are available for use through the Department of Human Relations, Madison Public Schools. "Leo Beuerman" film is available for use through the IMC, Madison Public Schools.

CHARADES

HUMAN RELATIONS CONCEPT:

In effective communication the message of the sender directly reflects his/her ideas and feelings. Initiating both verbal and non-verbal messages is the first step towards any communication.

OBJECTIVE:

Each student will use and identify at least two means of communication in the non-verbal activity.

GRADE LEVEL:

4 - 5 - 6

TIME:

30 - 45 minutes.

MATERIALS:

Cards with words or phrases written on them to be acted out (television programs, well-known movies, activities, sports).

PROCEDURE:

In a large group, briefly discuss:

What does the word communicate mean?

How do we communicate with others?

Explain how to play charades. One student comes up and choses a card. He/She must then act out the word or words, and then call on students to guess the word or words. If necessary, the student can choose another person to help act out what is on the card.

Play the game. After each turn, discuss:

> What things did he/she do to communicate with us without talking?

SUGGESTIONS:

Ideas for charades to put on index cards might include:

SPORTS

Play baseball
Play golf
Play football
Play tennis
Play volleyball
Play basketball
Play tetherball
Ski down a hill
Go swimming
Others

ACTIVITIES

Mow the lawn
Make a cake
Wash your hair
Dribble a basketball
Buy something at a store
Fall out of a tree and break a leg
Wash the car
Ride a motorcycle
Break a dish while drying dishes
Others

TELEVISION

The Six-Million Dollar Man
Columbo
Mr. Ed
Carol Burnett
Cher
Others

VARIATION:

Process activity in small groups--in this way each student will have an opportunity to act out a charade.

★ Learning
Center
Activity

We're Different Together!

HUMAN RELATIONS CONCEPT:

Although there are needs that all people share, there are numerous ways that people differ. One of these differences is physical appearance. To recognize that all people look physically different may be the first step towards establishing an attitude of respect for people's other differences.

OBJECTIVE:

The student will recognize self as a unique individual by being able to list the ways he or she is physically different from other people.

GRADE LEVEL:

4 - 5 - 6

TIME:

One class period.

MATERIALS:

Magazines.

PROCEDURE:

Have students choose one person or find a picture of a person in a magazine.

Have students take a close look at themselves and this person.

Write down answers to the following suggested questions:

How are we alike? Different?

How are we both different?

What are my physical uniquenesses?

What are the other person's physical uniquenesses?

Have students form small groups of 4 or 5 and share their lists.

Encourage students to look for likenesses and differences they may not have listed.

Refusing to call others names

Empathizing with another's feelings

Seeing another person's side of a situation

Practicing consideration and thoughtfulness

Extra effort to understand others

Caring and letting others know I care

Taking time to hear what others say

HUMAN RELATIONS CONCEPT:

Thoughtlessness, ridicule and name calling cause pain to others and denote a lack of respect.

OBJECTIVES:

The student will discuss name calling.

The student will share feelings with others regarding names he/she has been called.

The student will write a definition of respect using an anagram form.

GRADE LEVEL:

6 - 8, all classes, especially English and Social Studies.

TIME:

At least two (2) class periods.

MATERIALS:

Stem questions, newsprint, magic markers, handout with definition of word "RESPECT". (The attached definition may be used or teacher can consult dictionary of own choosing).

PROCEDURE:

1. In small groups of 4 or 5, have students respond privately to stem questions:

   When people make fun of me, I feel ______________________________
   ____.

   Some reasons why people call each other names are ______________
   ____.

   When I tease or make fun of others, I feel ___________________
   ____.

   The worst name anyone could ever call me is ___________________
   ____.

2. Have students discuss their responses in small groups.

3. On newsprint, have students brainstorm names that they have been called or have heard others called. Encourage them to write as many as possible.

4. Have students select those five names which they feel would hurt others the most and share them with the entire class as a large group.

5. Remaining in large group, have students read and discuss the definition of the word respect. Discussion questions could include the following:

   Does every person have a quality or trait that could be admired?

   What things do you admire about others?

   What do you admire about yourself?

   What are some of the things we have in common in this classroom?

   Do we respect one another in this classroom?

What might be some synonyms for respect?

What might be some reasons for disrespect in this classroom?

5. As a homework assignment, ask students to think about words and phrases they can create to define "RESPECT" using an anagram form. Give example of anagram on this activity.

6. At the next class period, have students return to the same small groups and respond to the following stem questions:

   The least important thing to me is ____________________

   ____.

   The most important thing to me is ____________________

   ____.

   When someone does not respect me, I feel ______________

   ____.

   I respect ____

   ____.

7. Have students discuss responses.

8. Have students write anagram definition of "RESPECT" on newsprint and share with the entire class for discussion.

FOLLOW-UP:

Suggested readings for students:

SOUNDER *by William H. Armstrong*

THE CAY *by Theodore Taylor*

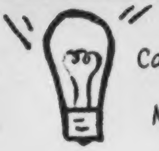
A LONG DAY IN NOVEMBER *by Ernest Gaines*

DON'T RIDE THE BUS ON MONDAY *by Louis Meriwether*

WORD DEFINITION:

RESPECT - An admiration for or a sense of the worth or excellence of a person, a personal quality or trait or something considered as a manifestation of a personal quality or trait

From: The Random House Dictionary of the English Language



Carolyn Cliver
and
Nancy Benson

Dr. Martin Luther King and the The Civil Rights Movement

> "When we allow freedom to ring -- when we let it ring from every city and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual,
>
> "FREE AT LAST, FREE AT LAST, GREAT GOD ALMIGHTY, WE ARE FREE AT LAST'."
>
> I Have A Dream
> Washington D. C.
> August 28, 1963

HUMAN RELATIONS CONCEPT:

The Civil Rights Movement of the 1960's and the life of Dr. Martin Luther King, Jr., are a vital part of American history.

OBJECTIVES:

The stuaent will discuss and use terms and phrases that were a part of the Civil Rights Movement by completing a crossword puzzle designed for such purposes.

GRADE LEVEL:

6 - 8. It is highly recommended that this activity be included as part of a unit on American History devoted to Civil Rights in the 1960's.

TIME:

One class period.

MATERIALS:

Copies of crossword puzzle, filmstrip projector, screen and cassette recorder. Filmstrip: KING, THE MAN AND HIS MEANING, *Martin Luther King Foundation, New York (available through the Department of Human Relations, Madison Public Schools). Consult Guide for Teachers contained in the kit.*

PROCEDURE:

Distribute copies of crossword puzzle to students and ask them to complete as much of it as they can.

Show the filmstrip.

Have students pair off and complete the puzzle if they didn't the first time. The teacher may want to write the words contained in the puzzle on the chalkboard to facilitate the correct responses to the puzzle.

In groups of four, students should go on to discuss the filmstrip. Discussion questions could include:

How were Blacks non-violent?

What is an axiom?

What did Dr. King mean when he said, "It is an axiom of non-violence. . .that when any group struggles for its own rights, it enlarges the rights of all"?

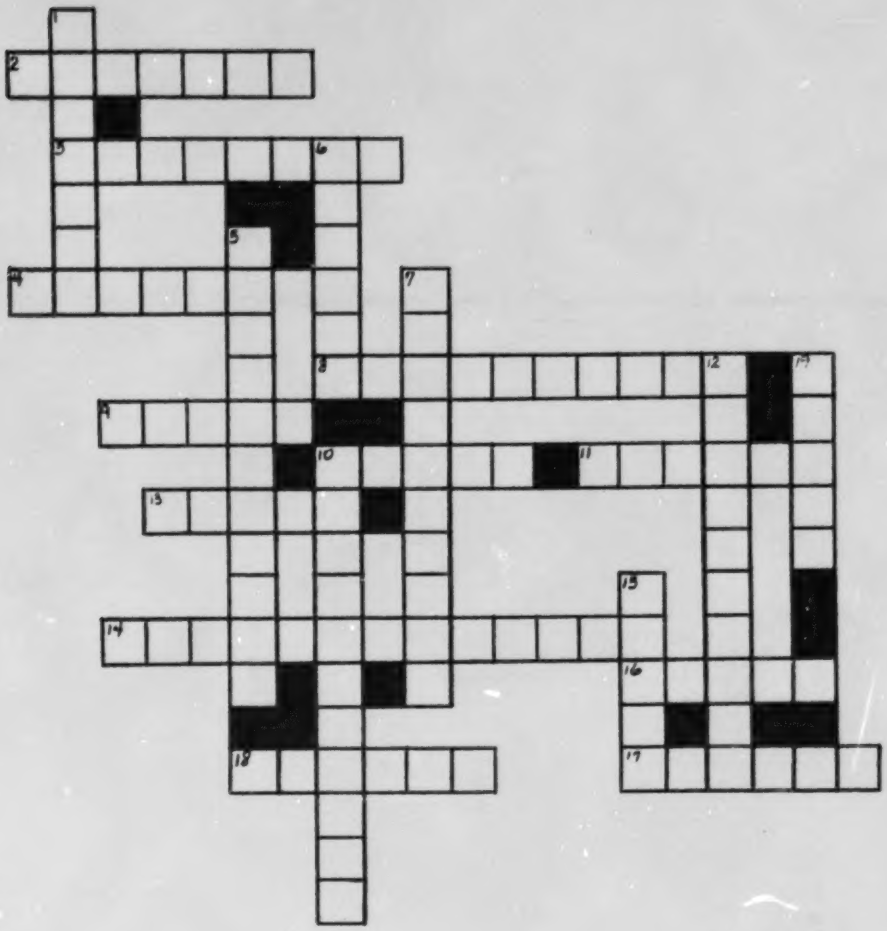
Can you give other examples besides the struggle of Black Americans that support this statement?

ADDITIONAL RESOURCES:

Film: FROM MONTGOMERY TO MEMPHIS, *available in Main IMC, Madison Public Schools.*

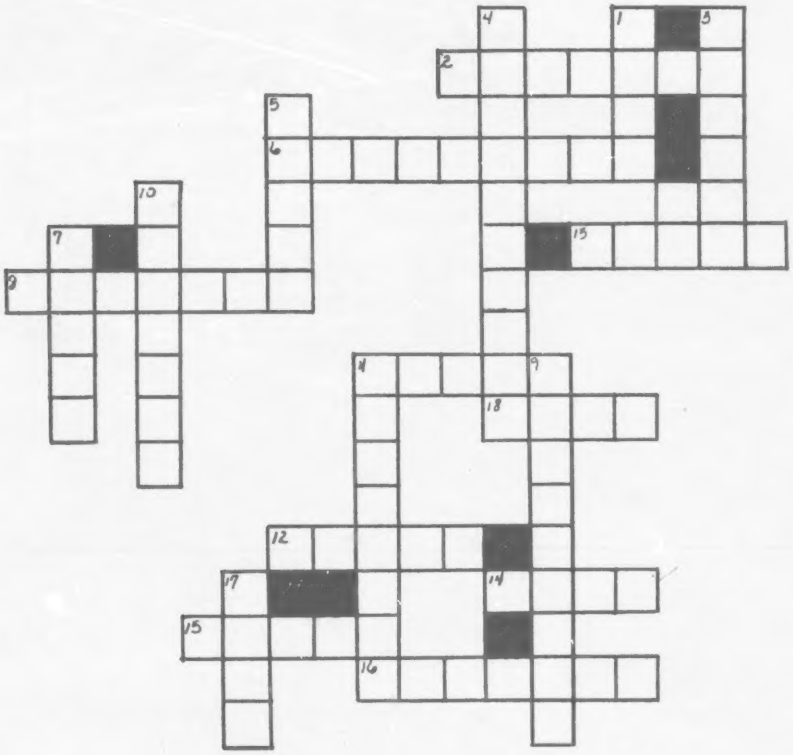
ADDITIONAL MATERIALS:

A Find-A-Word Puzzle has been added for those students who may wish to complete it after completion of the crossword puzzle in their groups.



1. When people refuse to stop at a store, it is a _____.
2 & 3. President Lyndon ____ asked ____ to pass laws protecting the rights of Blacks to vote.
4. When workers refuse to work until conditions improve, it is a ____.
5. The system of keeping Blacks separate from others is called ____.
6. Many Blacks were brought to America as ____.
7. Blacks in ____ refused to ride buses until they received equal treatment with whites.
8. Dr. King went to Memphis to support striking ____ workers.
9. The world recognized Dr. King's work by giving him the ____ Prize.
10. (DOWN & ACROSS) It was necessary for Dr. King to ask for new ____, since many segregation practices were ____.
11 & 12. Dr. King learned much from an Indian named ____ about the importance of ____ social change.
13. The Nobel Prize is called the ____ Prize.
14. To call attention to racial injustice, Dr. King often led a ____.
15. An organization of workers representing their demands in business is a labor ____.
16. When Dr. King told about his "dream", he was describing his ____ for America.
17. Television allowed the entire ____ to see the brutal treatment of protestors in Birmingham.

18. After the Selma protests, the Congress passed the ____ Rights Act.
19. Dr. King said, "It is an ____ of non-violence. . .that when any group struggles for its own rights it enlarges the rights of all."



1. Dr. King often protested for the right to ____.
2. When people refuse to shop at a store it is a ____.
3. When workers refuse to work until conditions are improved, it is a ____.
4. Blacks wanting equal treatment started the ____ bus boycott.
5. Mrs. Rosa ____ was arrested for refusing to give her bus seat to a white person.
6. Dr. Kin preached at Ebenezer Church in ____, Georgia.
7. A Voting Rights law was passed after the ____ protests.
8 & 9. Dr. King was killed in ____, ____.
10 & 11. The ____ ____ is the nation's highest court.
12. To call attention to Black's needs, Dr. King called a ____ on Washington.

13. The world recognized Dr. King's work when he received the ____ Prize.
14. The Prize was given to him in___, capital of Norway.
15. Memphis sanitationmen wanted better conditions and higher ____.
16. Many Blacks were brought to America and kept in ____.
17. Because he knew segregation laws were unjust, Dr. King didn't mind going to ____ to protest them.
18. Montgomery Blacks were so united that their bus boycott lasted over one ____.

FIND-A-WORD DIRECTIONS:

Words to find in the puzzle are listed at the side of the page in alphabetical order.

Words will run horizontally, vertically, diagonally, backward or forward.

PUZZLE NUMBER 1:

B	T	E	N	N	E	S	S	E	E	F	O
O	E	D	S	C	R	A	U	W	X	S	M
Y	W	E	L	M	A	I	P	J	L	K	E
C	S	F	A	G	H	Y	R	O	M	L	M
O	E	R	V	W	A	G	E	S	N	O	P
T	R	S	E	Q	T	P	M	A	R	C	H
T	G	T	R	U	N	V	E	W	R	X	I
Y	N	Z	Y	Z	A	B	C	D	E	F	S
E	O	U	O	C	L	I	A	J	J	A	I
K	C	O	U	R	T	E	V	O	T	F	X
I	K	L	V	X	A	P	R	V	B	E	P
R	T	F	W	Y	Z	U	M	O	K	S	D
T	S	Y	R	E	M	O	G	T	N	O	M
S	T	R	A	I	G	R	O	E	G	A	B

ATLANTA
BOYCOTT
CONGRESS
COURT
GEORGIA
JAIL
MARCH
MEMPHIS
MONTGOMERY
NOBEL
OSLO
SELMA
SLAVERY
STRIKE
SUPREME
TENNESSEE
VOTE
WAGES
YEAR

PUZZLE NUMBER 2:

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C F A B X Y L J U S E K A X I N T R Z
J O P J O H N S O N L G E Y M O I X A
G X I D E Y O H N S O T N L S N C B A
N U F Q H N C X U W Y E F C A V F S L
O W D E M O V O T I N G A F X I M L Z
V H I E K Z F Y T W E L O I V O Y A W
S N O U M N E E X T U W S S G L M V F
Q O F M V O T I M P D A H Q X E Z E A
T B R Z A Q N G O L N N O L F N W S B
Y E G F T K U S N I D A E X Y T Y F C
H L E G I S L A T I O N T I O N H E E
C I A Z D I H A G R H A G R A L P K K
C K F B I S T O O A A T I G H A N D I
O E M P S I J R M V R T B E P M P R R
N O H X O D A R E K S D I S J G N T T
G T S N E P S C R F B A A O C E X S S
R Y D C D S S C Y A A C G W N D H C M
E Q S E G R E G A T I O N R L B Z C L
S L A G E L M S G I E U N I O N L B K
S P M N C J A H A G J S O M D S R S J
A B A R A Y R R P R P L I K J I D L F
C D C F E O G A N P J L T W J A G R K
E F L R P Q X C F I D E A L A P B F Y
G H M R G J M C G B T U N G F J M K Z
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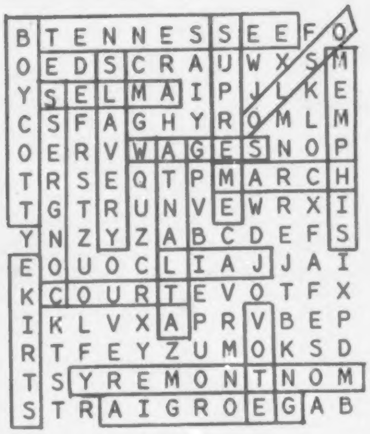
AXIOM
BOYCOTT
CONGRESS
DEMONSTRATION
GHANDI
IDEAL
JOHNSON
LEGAL
LEGISLATION
MONTGOMERY
NATION
NOBEL
NONVIOLENT
PEACE
SANITATION
SEGREGATION
SLAVES
STRIKE
UNION
VOTING

KEY: ANAGRAM NO. 1:



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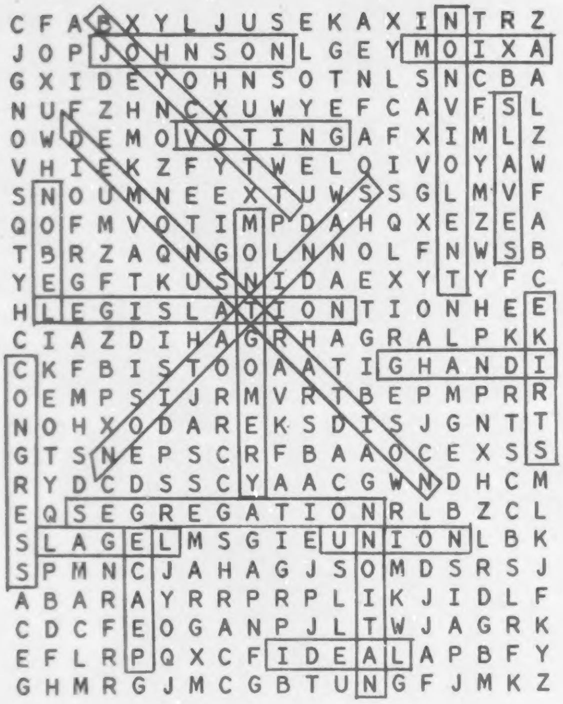
B T E N N E S S E E F O
O E D S C R A U W X S M
Y S E L M A I P J L K E
C S F A G H Y R O M L M
O E R V W A G E S N O P
T R S E Q T P M A R C H
T G T R U N V E W R X I
Y N Z Y Z A B C D E F S
E O U O C L I A J J A I
K C O U R T E V O T F X
I K L V X A P R V B E P
R T F E Y Z U M O K S D
T S Y R E M O N T N O M
S T R A I G R O E G A B
```

KEY: ANAGRAM NO. 2



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C F A B X Y L J U S E K A X I N T R Z
J O P J O H N S O N L G E Y M O I X A
G X I D E Y O H N S O T N L S N C B A
N U F Z H N C X U W Y E F C A V F S L
O W D E M O V O T I N G A F X I M L Z
V H I E K Z F Y T W E L O I V O Y A W
S N O U M N E E X T U W S S G L M V F
Q O F M V O T I M P D A H Q X E Z E A
T B R Z A Q N G O L N N O L F N W S B
Y E G F T K U S N I D A E X Y T Y F C
H L E G I S L A T I O N T I O N H E E
C I A Z D I H A G R H A G R A L P K K
C K F B I S T O O A A T I G H A N D I
O E M P S I J R M V R T B E P M P R R
N O H X O D A R E K S D I S J G N T T
G T S N E P S C R F B A A O C E X S S
R Y D C D S S C Y A A C G W N D H C M
E Q S E G R E G A T I O N R L B Z C L
S L A G E L M S G I E U N I O N L B K
S P M N C J A H A G J S O M D S R S J
A B A R A Y R R P R P L I K J I D L F
C D C F E O G A N P J L T W J A G R K
E F L R P Q X C F I D E A L A P B F Y
G H M R G J M C G B T U N G F J M K Z
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ETHNIC MINORITIES
IN
CURRENT EVENTS

HUMAN RELATIONS CONCEPT:

One way of learning about the important contributions ethnic minorities make to the American culture is by reading about them in the newspaper.

OBJECTIVES:

The student will select articles and pictures from newspapers that are written about ethnic minorities.

The student will develop a card catalogue in which to file the articles.

The student will discuss and support their opinions about the articles in small groups.

GRADE LEVEL:

6 - 8, Social Studies.

TIME:

For the first two objectives, students can use their own time outside of class. Throughout the semester, objective 3 can be achieved in one class period.

MATERIALS:

Recipe boxes, 3 x 5 cards, newspapers of students own choosing, tape or glue, newsprint, magic markers.

PROCEDURE:

Ask students to scan the newspapers for articles and pictures pertaining to ethnic minorities. Ethnic minority as used in this activity denotes the following groups: Asian-Americans, Native Americans, Afro-Americans and Latino-Americans.

Have students read the article, cut it out, paste on a 3 x 5 card, and file it in their receipe box. Tell students that they may collect as many articles as they like, as long as they read the article before they clip it.

(Student should be sure to include the name of the newspaper the article was taken from and the date on the card)

At least three (3) times a semester have students form small groups of 4 or 5 to discuss specific articles they desire.

During the discussion, emphasize that students should give their opinion of what is in the article and be prepared to defend their position.

Have each group write the name of the article or the issue discussed on newsprint. Appoint a recorder to write down what is discussed. Use the form shown at the end of the activity.

After each small group discussion, a reporter from each group should share with the entire class the topics and ideas that were discussed.

MODIFICATION:

Have students polarize on specific issues, i.e. for, against, neutral, or agree, disagree, neutral. Once students have polarized, have them break into small clusters of three or four and formulate questions to ask of another group. Encourage discussion and questions across groups.

FOLLOW-UP:

Encourage students to collect articles on the same issue or topic from several newspapers for comparison.

Encourage students to check the editorial section of the newspaper for positions taken on issues regarding ethnic minorities.

Encourage students to develop index files using the following topics: Ethnic Minority Women in Current Events, and Children in Current Events.

ETHNIC MINORITIES
IN
CURRENT EVENTS

NAME OF ARTICLE	WHAT THE ARTICLE SAYS	MY OPINION

Ruth Gudinas

DETECTING TEXTBOOK BIASES

HUMAN RELATIONS CONCEPT:

The stereotyping of women and of members of certain American ethnic groups (Euroamerican, Black, Latino, Asian and Native American) often results from the repetition of one or more role images of those persons, to the exclusion of other images. Students can and should become aware of ethnic and female stereotypes perpetuated in their own classroom materials.

OBJECTIVE:

Student will perform an analysis of the kinds of female and ethnic images found in one of their own texts and determine to what extent the book is biased in terms of stereotyping.

GRADE LEVEL:

6 - 12

TIME:

1 1/2 hours.

MATERIALS:

Textbook in one of the following areas: Social Studies, Reading or Literature, Math or Science. Instrument to Evaluate Sexist and Ethnic Stereotyping in Texts.

PROCEDURE:

Divide students into teams of two--preferably male/female or White/Latino, White/Black, etc.

Go over the following definitions:

STEREOTYPES: oversimplified generalizations or fixed mental pictures of persons or groups which are created, maintained and reinforced by the repetition of one image or by a failure to include a variety of images.

STEREOTYPICAL IMAGES: those images or portrayals of individuals or groups which maintain or reinforce stereotypes identified by such individuals or groups, i.e. a picture of Native Americans attacking a settler's house reinforces the stereotype of the "savage Indian"; a paragraph about a boy's refusal to weep reinforces the stereotype that "boys (or men) never cry."

NON-STEREOTYPICAL IMAGES: those images or portrayals of individuals or groups which deviate from or break down stereotypes identified by such individuals or groups, i.e. a picture of Native Americans teaching settlers to survive in the new land deviates from the "savage Indian" stereotype and begins to break it down in the observer's mind; a paragraph about a boy's crying deviates from the stereotype that "boys don't cry" and begins to break it down.

IMAGES IN INSTRUCTIONAL MATERIALS

ACTIVE: being in control of the situation, making decisions, solving problems, taking part in physical or mental "activity".

PASSIVE: being out of control or in a situation of powerlessness, creating problems, following others' directions or decisions, daydreaming or posing.

TRADITIONALLY OCCUPIED: having an occupation generally held by members of that ethnic group or sex in American society (see list of traditional female or shared occupations which follows).

Have teams search the first page of the first chapter or story of the text for any of the images defined above. Each time one is found (in either narrative or illustration), a check should be placed in the appropriate space on the instrument which follows:

INSTRUMENT TO EVALUATE

SEXIST AND ETHNIC STEREOTYPING IN TEXTS

STEREOTYPICAL IMAGES				NON-STEREOTYPICAL IMAGES			
WHITE	MALE	OTHER ETHNIC	FEMALE	WHITE	MALE	OTHER ETHNIC	FEMALE
ACTIVE		PASSIVE		PASSIVE		ACTIVE	
TRADITIONALLY OCCUPIED				NOT-TRADITIONALLY OCCUPIED			

A. TOTAL STEREOTYPICAL IMAGES ________ B. TOTAL NON-STEREOTYPICAL IMAGES ____

PER CENT NON-STEREOTYPICAL IMAGES ($\frac{B}{A}$) ____________________ %

TRADITIONAL FEMALE OCCUPATIONS

Nurse
Cashier
Bank Teller
Crossing Guard
Waitress (Except in high cost resturants)
Cafeteria Server
Piano Teacher
Housekeeper
Maid
Advisors, Leaders of Girls Youth Organizations
Telephone Switchboard Operator
Light Assembly Worker
Social Worker
Keypunch Operator
Home Economist
Girls Physical Education Teacher
Demonstrator of Household and Personal Care Products
Secretary
Office Clerk
Typist, Stenographer
Librarian
Pre-school Elementary Teacher School Aides
Airline Stewardess (Except on International Airlines)
Harpist, Flutist
Beautician
Manicurist
Dental Assistant, Hygienist
Receptionist
Seamstress
Lab or X-ray Technician
Speech Therapist
Dietician
Occupational and Recreational Therapist
Cook (Except in high cost resturant)

OCCUPATIONS TRADITIONALLY SHARED BY BOTH MALE AND FEMALE

Research
Fashion Designer
Physical Therapist
Actor
Performer (Dancer, Singer)
High School Teacher
Interior Designer Decorator
Cosmetologist
Florist
Model
Reporters

After approximately an hour, ask students to find the total of *all stereotypical images* (all checks to the left of the double line on the instrument), then of *all non-stereotypical* images. Compute the ratio (in terms of per cent) of non-stereotypical images to stereotypical images.

Assuming that 100% would indicate a one-to-one ratio of non-stereotypical and stereotypical images and that such a ratio would be perfect balance, have students discuss:

> The implications of their actual ratios.
>
> Ways by which all members of the class can "neutralize" the sexist or ethnic bias in materials.

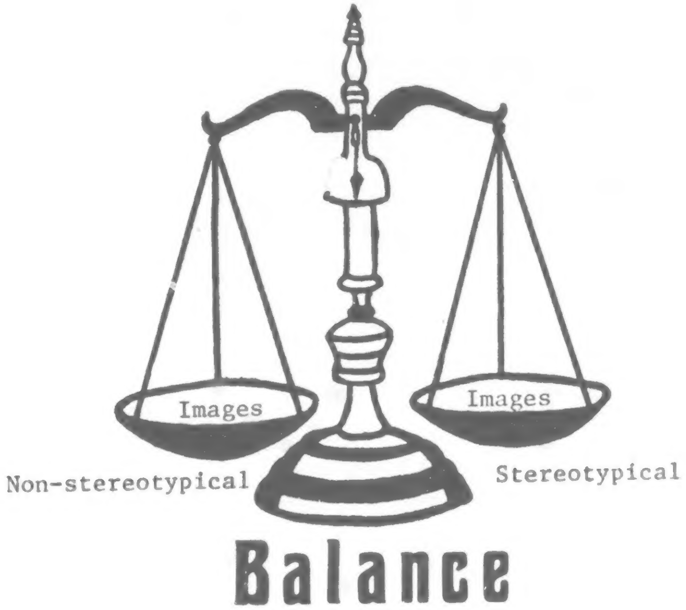
REFERENCES:

BREAKING THROUGH BARRIERS IN WORDS AND PICTURES: A HANDBOOK FOR TEACHERS ON BIASES IN INSTRUCTIONAL MATERIALS. (Madison Public Schools, 1974).

"Racism and Sexism and Children's Books," CARNEGIE QUARTERLY, Fall, 1974.

"Neutralizing Ethnocentric and Sexist Materials," adapted from "Sex Equality in Educational Materials" (AASA Executive Handbook, series #4).

The above references are available for use through the Department of Human Relations, Madison Public Schools.



Carolyn Cliver
and
Gloria Grant

WE'VE HELPED TO KEEP AMERICA GREAT

HUMAN RELATIONS CONCEPT:

Many people from many cultures have contributed to and enhanced the development of this country.

OBJECTIVES:

The student and educator will be provided with an opportunity to discover the contributions of ethnic minority persons to the United States.

The student and the educator will use materials from the IMC to elaborate on the contributions of ethnic minorities in order to complete a class project.

GRADE LEVEL:

6 - 12, applicable to all classes.

TIME:

Variable--class time may be devoted to activity at teacher discretion.

MATERIALS:

Attached list.

PROCEDURE A:

Using the list included with this activity, have students prepare written reports elaborating on the contributions of specific individuals of their own choosing.

Encourage students to use the IMC for such purposes, as well as the main library or other books and periodicals they are familiar with. Students should include a bibliography of all references used to compile the report.

PROCEDURE B:

Instruct students to collect pictures and articles regarding the contributions of a particular ethnic minority group in one of the categories listed, e.g. Asian Americans in Science.

Have students construct a display or bulletin board outlining the achievements of a particular ethnic group using the pictures and articles collected.

PROCEDURE C:

Have students form small groups of 4 or 5.

Have each small group to select a category and an ethnic group to research.

Reserve class time in the IMC for students to do research. Encourage students to collect detailed information about the person(s) they are investigating, i.e. specific contributions, philosophies, etc. The main library may have to be used to find information on some persons

Have each group report findings to class using a panel discussion format.

MODIFICATIONS:

PROCEDURE A: *Have students make individual oral reports. Encourage students to use audio-visual materials during the presentations, i.e. slides, records, filmstrips, films, tapes.*

PROCEDURE B: *Create an "AMERICA IS A PLURALISTIC SOCIETY" bulletin board. Throughout the school year, set aside a week or two in which an ethnic group is featured. Teachers should be mindful of nationally sponsored weeks such as: National Black History Week (February), National Brotherhood Week (February), National American Indian Week (April).*

PROCEDURE C: Have each small group develop a journal or encyclopedia-like record of the individual(s) they have researched. The teacher may use these journals to begin a classroom library on ethnic minorities.

Have each small group contrast the philosophies of two people from the same ethnic minority group and discuss, e.g. Booker T. Washington and W. E. B. DuBois.

FOLLOW-UP:

ART: Have students practice some of the art forms for which prominent ethnic minorities are listed, e.g. sandpainting, jewelry, pottery, murals.

SOCIAL STUDIES: Check newspapers and brochures announcing the appearance of prominent ethnic minorities to the city and arrange to have them visit your class or school.

RESOURCES:

In Search of Frederick Douglass - film available by contacting the *Human Relations Department, Madison Public Schools.*

REFERENCE:

The Emerging Minorities in America, Santa Barbara County Board of *Education*, 1972.

WE'VE HELPED TO KEEP AMERICA GREAT

Encourage students to make additions to this list, particularly under those headings for which there are few or no names listed.

KEY: The following names listed are Afro-Americans, Chinese Americans, Japanese Americans, Native Americans and Latino Americans (including Puerto Rican, Spanish, Mexican, etc.)

ART

Painter

Charles White
Harrison Begay
Oscar Howe
Isamu Noguechi
Don Kingman

Sculptor

Amanda Crowe
Minorit Yamasaki
Allan Hauser
Gary Hilarie
Isamu Noguechi
Romare Bearden

Architecture

Paul Williams
I. M. Pei
George Matsumoto
Kotaro Suto
Isidro Aguilar

Jewelry

Fred Kahoti
Mike Kohoti
Edwin Martin

Photographer

Gordon Parks

Weaver

Lloyd Neu

Designing

Lloyd Neu

Ceramics & Glass

Maria Martinez
Jade Snow Wong

BUSINESS

Banking

Maggie Lena Walker
Dorothy Gee

Farming

Gim Gong Lue
Chinn Ho

Economist

Other

Alice Florendo
Madame C. J. Walker
Gerald Tusi

EDUCATION

College Presidents

Booker T. Washington
Ned A. Hatathli
Benjamin Mays
Jack Forbes
Ernest Benedict
S. I. Hayakawa

Principals

Elizabeth Ling
So Hall
Albert Hawley
Eugene Gonzales

Teachers

Ella Deloria
Electa Quinney
D'Arcy McNickle
W.E.B. DuBois

Professors

Shotaro F. Miyamoto
Shan Wing Chan
Rudolph Acuna
John Hope Franklin
James Turner
Carl W. Grant
Hiroshi Sugiyama
Fu Sun Chu
Harry Kitano
Arturo Cabrera

JOURNALISM

Columnists & Reporters

William Raspberry
Thomas W. Chinn
Reuben Salazar
Connie Chen
Beu Yunmu
Francisco Ramirez
William Hosokawa
Martha Matfuaga

Editors & Publishers

Ignacio E. Lozano, Jr.
John H. Johnson
Robert S. Abbot
Chingwah Lee
Broadside Press
American Indian Historical Society
Afro-American Publishing House

Commentators

Bob Teague
Carl Stokes

LITERATURE

Authors

Black Elk
Henry Tall Bull
N. Scott Momaday
Lin Watung
Betty Lee Sung
Yoshiko Uchida
Maya Angelou
Ralph Ellison
Carlos Castenda
Vine Deloria, Jr.

Publications

Chinese Digest
Akwesasne Notes
Black Scholar
Essence
Wassaja

Poetry

Ezquiel Guzman
Nikki Giovanni
Ted Berrigan
Gerald Vizenor

MUSIC

Pop

Vicki Carr
Diana Ross
Nat "King" Cole
Kim Sisters
Santana
Rita Coolidge

Folk Music

Floyd Westerman
Buffy St. Marie
Paul Ortega
Willie Dunn
Red Bone
Josh White
Phoenix Singers

Jazz

Santo Mongomaria
Miles Davis
Eddie Harris
Donald Byrd
Louis Armstrong
Alice Coltrano

Classical

Louis Bullard
Toni Kanazawa
Luis Amador
Leotyne Price
Grace Bumbry
Shigeni Matsumoto
Andre Watts

Blues

Bessie Smith
Billie Holiday
Ma Rainey
Bobby "Blue" Blaud

Conductors

Seiji Ozawa

Composers

Dai-Keong Lee
Duke Ellington
W. C. Handy
Scott Joplin

Country-Western

Charlie Pride
Johnny Cash

NEW FRONTIERS

Ethnic Heroes

Ira Hayes
Sadao Munemori
Francisco "Pancho" Villa
Angela Davis
Huey Newton
Kay Philip
United Farm Workers

Engineers

Thomas Omari
John Hiraski

Astronauts

Major Robert Lawrence

ORGANIZATIONS

Political

Congressional Black Caucus
American Indian Movement
Japanese American Citizens League
La Raza Unida

Social

Delta Sigma Theta Sorority, Inc.
Alpha Kappa Alpha Sorority, Inc.
Omega Psi Phi Fraternity, Inc.

Educational

United Negro College Fund
Mexican American Education Association
National Association of Black Psychologists

Military

442nd Regimental Battalion
92nd Division
Fran Hawaiian

Other

National Law Association
National Medical Association

POLITICS

Senators

Julian Bond
Joe Garry
Monroe Swan
Edward Brooke
Blanche K. Bruce

Representatives

March Fong
William J. Henshy
Spark Matsunaya
Lloyd Barbee

Federal

Barbara Jordan
Harold Ford
Edward Roybul
Patsy Mink
Daniel Inonye
Hiram Fong
Charles D. Carter
Henry B. Gonzales
Eligio de la Graza
Norman Maneta

Presidents

Benito Jaurez
Francisco Madero
Salvador Allende

Kings

Montezuma II
Shaka

Vice Presidents - U.S.

John Nance Garner
Charles Curtis

Emperors

Hallie Selassie

Ambassadors & Diplomats

Raul H. Castro
Patricia Harris
Barbonciot
Ralph Buuche
Hector Garcia

Cabinet Members

Robert Weaver

Mayors

Thomas Bradley
Manuel Flores
Richard Hatcher
Maynard Jackson

Governors

Jerry Apodaca

Judges

John A. Arguelles
Wilfred Tsukiyama
Thomas Ton
John Asic
Thurgood Marshall
William B. Hastie
Charlotte Ray
Carlos Teran

Others

Vicente Ximenes
Romana Bannelos

Lawyers

Edward Rogers
David Garcia
Sadie T. M. Alexander
Frankie Freeman
William Marutani
Emma Ping Lum
William G. Herrera
Henry Lopez

Civic Leaders

Marlene Johnson
Bert Corona
Ceasar Chavez
Fannie Lou Hammer
Jesse Jackson
Daisy Bates
Gordon Hirabayashi
Fred Korematsu
Emiliano Zapata
Ada Deer
Mitsuye Eudo
Saburo Kido
Marcus Garvey

RELIGION

Clergymen and Women

Cecil Corbett
Vine Deloria, Sr.
Donald K. Toriumi
Joseph Brant
Martin Luther King, Jr.
Adam Clayton Powell, Jr.
Zenro Hiroto

Theologians

Charles Eastman

SCIENCE

Medicine

Newton Wesley
Jin H. Kinoshita
Agnes Kwai Ying Lee
George Frazier
Francisco Brano
Loretta S. Jendritza
Daniel Williams
Charles Drew
Frances B. Wesling

Dentistry

Faith Leong
George Blue Spruce

Inventors

Jan Matzeliger
George Washington Carver

Genetics

Frank Dukepoo

Chemists

Catherine Shuinua Hsea Cheu
Percy Julian, Sr.

Physics

Di Chen
Nai Li Huang-Liu
Tsung-Dao Lee

SPORTS

Tennis

Richard "Pancho" Gonzales
Arthur Ashe
Althea Gibson

Basketball

Allie Reynolds
Oscar Robertson
Julius Irving

Golf

Lee Trevino
Lee Elder
Tommy Aaron

Boxing

Ray Seales
Joe Louis

Auto Racing

Poncho Carter

Hockey

Skating

Swimming

Wrestling

Don Eagle

Jockeys

Manual Ycazaz
Jimmy Winkfield
Martinez Heath
Oliver Lewis
Isaac Murphy
William Sims
Billy Wakers
Babe Hurd
Enoch Henderson
Alfie Clayton
J. (Soup) Perkins

Football

Danny Villaneuva
Jim Thorpe
William Dietz
Franco Harris
Gayle Sayers
Alan Page
Joe Gilliam
Marlin Brisco

Track

Chi Cheng
Wilma Rudolph
John Carlos
Billy Mills
Louis Tewanima
Wayne Collette
Vincent Matthews

Managers

Jim Gilliam
Frank Robinson
Wayne Embry

Coaches

Bill Russell
Wilt Chamberlain
Al Addels
Sam Jones
Lenny Wilkens

Baseball

Satchel Page
Jackie Robinson
Henry Aaron
Orlando Cepeda
Roberto Clemente

Olympics

Rafer Johnson
Tommy Kono
Louis Tewania
Joe Thorton

T.V., MOVIES, THEATRE AND RADIO

Actresses

Cicely Tyson
Rita Moreno
France Nuyen
Meushi Yemeki
Phyllis Chan
Te Ata
Ruby Dee
Kahn-Tineta Horn

Actors

Jay Silverheels
Johnnie Yesno
Bruce Lee
Ricardo Montalban
James Shiyega
Ira Aldridge
Paul Robeson

Comedians

Freddie Prinze
Bill Cosby
Richard Pryor
Jackie "Moms" Mabley
George Kirby
Nipsy Russell

Directors

Gordon Parks
Geoffrey Holder
Chris Corpus
Sid McCoy

Singers

Pat Suzuki
Gladys Knight
Bill Withers
Roberta Flack

Dancers

Alvin Ailey
Katherine Dunham
Maria Tallchief
Marjorie Tallchief
Janet Collins
Carmen Miranda

Cameramen

James Weng Howe

Playwrights

Ed Bullins
Lorraine Hansberry
Langston Hughes

Gloria Grant

LET'S TAKE A LOOK AT THE CITY NEWSPAPER

HUMAN RELATIONS CONCEPT:

Since newspapers are often a primary source of information about world events, it is a good idea to examine more closely the content and quality of information it contains, particularly in a multi-ethnic society such as this, where stereotypes have been so difficult to eradicate.

OBJECTIVES:

The student will examine a newspaper to determine the quantity and quality of news items related to ethnic minority groups.

The student will discuss the role of the newspaper in perpetuating racism and stereotypic thinking.

GRADE LEVEL:

6 - 12, Journalism, Speech and English.

TIME:

One class period.

MATERIALS:

Recent editions of newspapers, both local and from other cities. Newsprint, scissors, tape, magic markers and copies of "What Has The 'White Press' Done About the Racial Situation?".

PROCEDURE:

Have students form small groups of 4 or 5. Give each group a copy of a newspaper. When it is possible, make sure each group has a different newspaper.

Ask students to review the newspaper for articles, pictures and advertisements that are about or contain information regarding ethnic minorities.

As these articles, pictures or advertisements are found, have students cut them out and tape them to the newsprint. Ask students to identify the page and section on which the items appear by writing it on the newsprint next to the item.

Once students have completed cutting and taping the articles, ask them to make tallies of the following:

Number of pictures found

Number of articles found

Number of articles pertaining to:
- Asian-Americans
- Afro-Americans
- Latino-Americans
- Native-Americans

Have each group share their findings with the total class.

Distribute copies of "What has the White Press Done About the Racial Situation?". Ask students to read it silently as the teacher reads it aloud.

Once the article has been read, teacher should lead a class discussion. The following questions can be asked:

What might be some reasons why articles and pictures were not found in all of the newspapers for all of the groups?

In what sections of the newspaper did you find the most articles? The fewest?

From what ethnic groups do you think most of the reporters are from?

How do personal attitudes and beliefs influence what goes into a newspaper?

How does racism influence what goes into a newspaper? Give examples.

How does sexism influence what goes into a newspaper?

Do any of the articles you reviewed contain stereotypes?

What might people reading the articles say about the groups that are being reported?

Do you feel people make generalizations about others through what they read in the newspaper?

What might be some reasons for this?

RESOURCES:

"What Has the 'White Press' Done About the Racial Situation?" from the Wisconsin State Journal.

Dear Mrs. Cummings,

What is the "White press" and what has it done about the racial situation? -Madison housewife.

Not knowing exactly what you have in mind by the "white press" but assuming you mean the general circulation newspapers and the people that write and edit them, I would say they have made some strides in the right direction.

But they have also done their share of building and perpetuating negative racial attitudes in children and adults. By negative racial attitudes I mean racism, as manifested by white supremacy and black inferiority, and prejudice leading to discrimination and segregated societies. They have, along with other forms of mass communication, helped to mold the United States into the racist country that it is.

Let's look first at the people who make up the "white press," using Madison as an example. Here, the editorial staffs and other employees are mostly white (98 per cent).

"People are people" and products of their environment. They operate on their past experiences and education. If they have been "molded" in a racist society, then, without additional insight, awareness, or sensitivity, they will:

ONE. Operate a racist newspaper.

TWO. See things from a white-oriented frame of reference and will consequently write in the same way.

THREE. Judge news against their own concepts and standards, viewing situations negatively which may differ from the norm as they know it.

They may be doing this unaware of the processes they are perpetuating or the images they are projecting.

Reporters report the news as THEY see it - factual perhaps, objective maybe, but always through their eyes.

A "reporter unaware" might write a news article about a robbery, in which the robber was black and the victim white, and use skin color to describe the people involved.

A "people person reporter" would write about the robbery and eliminate racial descriptions when they have no relevance to the story. He would know that using unnecessary racial descriptions can make an ordinary robbery a "racial thing," and, in this case, build negative images of black people. White people with no personal black contacts might become robbery a "racial thing," and, in this case, build negative images of black people. White people with no personal black contacts might become fearful and resentful when the news is not written in its proper perspective.

Here are some other positive things reporters and editors could do to help eliminate racism in our society:

ONE. They could become sensitized, aware, and committed to eliminate racism.

TWO. They could set up goals and objectives in reporting news of racial situations and ordinary situations and know the difference between the two.

THREE. They could refrain from reporting racial rumors, which often suggest further actions along with increasing fear and hostility.

FOUR. They could seek out positive news stories - true stories which are geared toward eliminating racism and increasing humanism in their circulation area.

Once people in mass communications are aware and committed, there are many things that can be done to bring us closer to the "American Dream."

The "White press" can then become just "the press," standing alongside many people and institutions who have begun to do their "thing" in removing the racist stigma from our society.

Mrs. Marlene Cummings
Human Relations Consultant
Human Relations Department
Madison Public Schools

Taken From: Wisconsin State Journal
Sunday Edition
1973

Carolyn Cliver

Can you look at me and not see my color?
Only if you cannot see your own.
Look at me and see how beautiful I am.
Open your eyes and see my yellow, black, red, white or pretty tan.
Regard me highly, with respect.
Someday we may be friends.

HUMAN RELATIONS CONCEPT:

Many words have both negative and positive connotations depending on how they are used and on how they are interpreted by others.

OBJECTIVES:

The student will list both positive and negative connotations for the same word.

The student will discuss the possible effects of the negative and positive connotations of names when applied to themselves and others.

The student will find examples of the positive and negative uses of words in literature and discuss them.

GRADES:

6 - 12, Language Arts, English, Art.

MATERIALS:

Stem questions, newsprint, magic markers and poems.

TIME:

One class period.

PROCEDURE:

1. Have students form small groups of 4 or 5. Assign each group a word denoting a color. These words should include:

   BLACK
   BROWN
   WHITE
   YELLOW
   RED

   If the teacher desires, the same word can be given to each group and the responses compared later on.

2. Using the newsprint, ask each group to list as many positive things that come to mind when they hear the word they have been given.

3. Next, ask the groups to list as many negative things that come to their minds when they hear the word they have been given.

4. Have each group count the number of positive things and negative things and write the numbers next to each list. Each group should note which list has more and which list has less, positive or negative.

5. Distribute copies of each poem presented at the beginning of the activity to students, asking them to read along as the teacher reads the poem aloud.

6. Once poem is read, distribute stem questions and have students respond to them privately. Use only those stem questions that are appropriate.

   People who are called white are ______________________________
   ____.

   People who are called black are ______________________________
   ____.

   People who are called red are ________________________________
   ____.

   People who are called yellow are _____________________________
   ____.

   People who are called brown are ______________________________
   ____.

7. In their original small groups, have students discuss their responses.

8. Have students return to the large group. The teacher should lead a class discussion using the following questions:

   Did you discover any new positive interpretations of the words?

   Did you discover any new negative interpretations of the words?

   What might a person who is called (name a color) say about the negative interpretations? (When asking this question, the teacher should not direct it to any one student, particularly students of the ethnic group being discussed).

   How can we avoid spreading negative concepts that words have?

   Do you feel that you have associated what you think about yourself with some of the positive interpretations of the words you have been talking about? In what ways?

9. As a homework assignment ask students to find and bring to class examples of imagery and metaphors in literature using the words that have been discussed in class. These should be shared with other members of the class.

FOLLOW-UP:

1. *Ask students to analyze the use of words denoting colors in literature. Contemporary poetry can be used, particularly poetry which explores the relationship of ethnic minorities to this country.*

2. *Have students compose themes or poems using the concepts discussed with regard to colors.*

3. *In art classes, have student's produce paintings, sculptures, pottery, prints, etc., using one of the colors discussed as the primary motif or one of the concepts associated with the color as a theme.*

REFERENCES:

WHAT IS BLACK?

Like acrobats on a high trapeze
The colors pose and bend their knees
Twist and turn and leap and blend
Into shapes and feelings without end
Then there is a section for colors:
What is purple? Gold? Black? Brown?
Blue? Gray? White? Orange? Red?
Pink? Green? Yellow? What is Black?

Black is the night
When there isn't a star
And you can't tell by looking
Where you are.
Black is a pail of paving tar
Black is jet.
And things you'd like to forget
Black is a smokestack
Black is a cat
A leopard, a raven
A high silk hat.
The sound of Black is
"Boom! Boom! Boom!"
Echoing in an empty room.
Black is kind
It covers up
The run-down street
The broken cup.
Black is charcoal
And patio grill
The soot spots on
The window sill.
Black is a feeling
Hard to explain
Like suffering but
Without the pain.
Black is licorice
And patent leather shoes
Black is the print
In the news.
Black is beauty
In its deepest form
The darkest cloud
In a thunderstrom.
Think of what starlight
And lamp light would lack
Diamonds and fireflies
If they couldn't lean against black.
"How would you know that you are White
If there weren't a Black person in sight."

WHAT IS WHITE?

White is a dove
And lily of the valley
And a puddle of milk
Spilled in an alley---
A ship's sail
A kite's tail
A wedding veil
Hailstones and
Halibut bones
And some people's
Telephones.
The hottest and most blinding light
Is white.
And breath is white
When you blow it out on a frosty night.
White is the shining absence of all color
Then absence is white
Out of touch
Out of sight.
White is marshmellow
And vanilla ice cream
And the part you can't remember
In a dream.
White is the sound of a light foot walking
White is a pair of
Whispers talking.
White is the beautiful
Broken lace
Of snowflakes falling
On your face.
You can smell white
In a country room
Toward the end of May
In the cherry bloom.

WHAT IS BROWN?

Brown is the color of a
country road
Back of a turtle
Back of a toad.
Brown is cinnamon
And morning toast
And the good smell of
The Sunday roast.
Brown is the color of work
And the sound of a river,
Brown is the house
On the edge of town;
Where wind is tearing
The shingles down. . .
Brown is a freckle
Brown is a mole
Brown is the earth
When you dig a hole.
Brown is the hair
On many a head.
Brown is the feeling
You get inside
When wondering makes
Your mind grow wide.
Brown is a leather shoe
And a good glove. . .
Brown is as comfortable
As love.

Taken From: HAILSTONES AND HALIBUT BONES
by Mary O'Neill

The other children pointed fingers at me
And cried, "Yellow, yellow, inside and out!"
Becuase my skin was a shade different from theirs.
They ringed me in a circle of distrust
And mocked me with repeated taunts.
I held my hands fisted against my ears
And shouted, "No. . .no. . .no!"
And still the words crashed heavily
And thundered in the brain:
Yellow. . . yellow. . . inside and out.
See, my skin has not changed color,
But it may be that I am strained inside.

--Toyo Suyemoto, Berkeley schoolgirl
(February, 1941)

Taken From: EAST MEETS WEST by
George Goldberg

JUDGMENT

HUMAN RELATIONS CONCEPT:

It is an unfortunate reality, but each of us at some time succumbs to the desire to make and act on our judgments of others. It is not only unjust to those whom we judge, but to ourselves as well. For in judging others and acting in ways that demean their humanity, we dim the light of our own.

OBJECTIVES:

The student will list criteria which he/she uses to make judgments of others that may be interpreted as negative.

The student will share thoughts and feelings regarding judgments others have made of him/her.

The student will list circumstances under which he/she would respect and accept the judgments of others.

GRADE LEVEL:

6 - 12

TIME:

One class period.

MATERIALS:

Stem questions, Newsprint, magic markers, copies of "Alligator Story."

PROCEDURE:

Have students form small groups. Distribute stem questions and ask students to respond to them in private:

When I think of the word judgment, I _______.

When people criticize me for things that I do,
I feel ________________________________.

When people talk about me and call me names
behind my back, I feel ____________________.

*I would judge someone as a bad person if
they ______________________________________.

When someone does something I don't like, I
I ____.

When someone does something I don't like, I
will/will not tell them because ____________.

Have students share their responses to the stem questions.

Distribute newsprint and have a recorder from each group write down the responses group members made to the fourth stem question. Instruct students to keep these responses in mind as they do the next part of the activity.

Distribute copies of the "Alligator River." Ask the students to read it silently while you read it aloud. Once the story has been read, ask each group to do the following:

Each group is to make judgments about the characters in the story. These judgments can be of any kind as long as they have some reference to the story.

The judgments should be placed on the newsprint and should appear as follows:

CHARACTER	JUDGMENT	REASONS FOR JUDGMENT	AGREE/DISAGREE

Each student in each group should be allowed to make one judgment about each character in the story. When a judgment is made and the reason given, the group should vote on whether or not they agree or disagree on this judgment. This should be recorded on the newsprint.

Once judgments have been made, have each group share their judgments with the rest of the class.

Reassemble students for large group discussion. Some suggested discussion questions can include:

> Which character(s) did you have the most difficulty in making negative judgments about?
>
> Can you give some reasons for this difficulty?
>
> Which character(s) did you have the most difficulty in making positive judgments about? Explain.
>
> How would you describe the situation Abigail was involved in?
>
> Did you see any similarities between the behavior of any of the characters in the story and yourself?
>
> Could you have done what (name any character) did? Explain
>
> How does the word "complex" relate to the story?
>
> Have there been any situations that you have been involved in that were similar to the one described in the "Alligator Story?"
>
> When we say there are many sides to the same story, what do we mean?

FOLLOW-UP:

In small groups have students list those people whose judgments of them they respect and accept. When possible, have students list reasons for their respecting and accepting these judgments.

Have students participate in the Johari Window exercise.

VARIATION:

Have students retell their version of the story in small groups and compare versions.

Have students role play the story. Then, process the activity as written, i.e. students making judgments. Afterwards, distribute copies of the story and have students compare their judgments with the information contained in the story.

ALLIGATOR STORY

Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Abigail, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat.

She asked Sinbad if he would take her across. He agreed to on the condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat.

When Abigail told Ivan her problem, he said he was too busy to help her out and didn't want to be involved. Abigail, feeling that she had no other choice, returned to Sinbad and told him she would agree to his plan.

When Abigail returned the repaired glasses to Gregory, she told him what she had had to do. Gregory was appalled at what she had done and told her he never wanted to see her again.

Abigail, upset, turned to Slug with her tale of woe. Slug was so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Greg was playing ball and Abigail watched happily while Slug beat Gregory up and broke his glasses again.

SENSITIVITY

HUMAN RELATIONS CONCEPT:

Sensitivity toward others involves developing a respect for those things people dislike as well as those things they like. In turn, this respect must be reflected in our behavior.

OBJECTIVES:

The student will list examples of things they do not like.

The student will list examples of things they do like.

The student will discuss the effects of negative feelings on their relationships with others.

The student will discuss respect as a condition for coping with negative feelings, both toward and from others.

GRADE LEVEL:

6 - 12

TIME:

One class period.

MATERIALS:

Stem questions, 3 x 5 cards, newsprint, magic markers.

PROCEDURE:

Distribute 3 x 5 cards. On the cards, ask students to write one word which describes the one emotion they find most difficult to control.

Ask students to hand in the cards. No names should appear on the cards. Share the responses with the class.

Have students form small groups of six. Where possible, try to insure a mixture of three males and three females. Distribute stem questions and have students respond to them in private.

> Three things people do that really bother me are _____.
>
> Three things that people do when I am with them that I really like are ______________________________.
>
> A person can really make me angry when he/she ________.
>
> One thing a person who I consider a friend can do that really hurts me is ______________________________.
>
> One thing that I would try never to do to anyone and would not want done to me is ________________________.
>
> Some things about my friends that I really have a hard time accepting are ______________________________.
>
> Some things about my friends that bother other people but don't bother me are ________________________.
>
> When I dislike someone, I ________________________.
>
> If I could change one thing about my personality, it would be ______________________________.

Have students share their responses to the stem questions. Each group should appoint a recorder to tally the number of times specific traits, likes and dislikes are listed by the members of the group. Write these on newsprint. It is conceivable that there would be agreement among the members of the group regarding some of the responses.

Once responses have been shared and tallied, post the newsprint on the walls and have each recorder report their group discussion to the entire class. Allow for questions from other groups regarding some of the responses.

Have students return to the large group for discussion. The following questions may be used:

> Have you ever had to interact with people you did not like, or who did not like you? Describe.
>
> What kinds of feelings did you experience in this situation?
>
> In what ways did these feelings affect your behavior?

Can you cite some reasons why people hide their true feelings from one another?

Do people hide only negative feelings from one another? Explain.

How important is it that we respect people, especially in a situation in which you experience negative feelings towards others?

Name some negative feelings you have experienced toward others.

Name some positive feelings you have experienced toward others.

When people experience negative feelings toward you and communicate these to you, what do you do?

When people experience positive feelings toward you and communicate these to you, what do you do?

How important is it that we respect the feelings of others?

Is it possible that a situation can occur in which we cannot respect others, no matter how hard we try? Explain.

To conclude the activity, read *LOGAN THE MINGO CHIEF EXPLAINS HIS WAR ON WHITES* and discuss it in terms of question #12.

RESOURCE:

"The Prejudice Film"

"Logan the Mingo Chief Explains His War on Whites" from TO SERVE THE DEVIL, Volume I, pp. 60-61.

The above resources are available through the Department of Human Relations, Madison Public Schools.

Carolyn Cliver
and
Gloria Grant

FIRST IMPRESSIONS

HUMAN RELATIONS CONCEPT:

To behave toward a person based only on one's first impression can create misunderstandings as well as limit the development of one's interpersonal relationships with others.

OBJECTIVES:

The student will identify the impressions another student has made on him/her.

The student will dialogue with another student about the impressions he/she has identified.

The student will predict the consequences of first impressions for others.

GRADE LEVEL:

9 - 12

TIME:

One class period, preferably at the beginning of the semester.

MATERIALS:

Copies of first impression sheets, stem questions, discussion questions written on the chalk board.

PROCEDURE:

Have each student select another student to work with that they do not know or do not know very well.

Ask each student to complete the First Impression Sheet regarding their partner. On the First Impression Sheet is a list of polarized adjectives.

Each student is asked to describe his/her partner based on their first impression. Students should not talk with one another while they're completing the form.

For the purposes of this activity, a first impression is defined as:

> *Conclusions based upon initial contact with a person.*

FIRST IMPRESSION SHEET

DIRECTIONS: This is a list of polarized adjectives that may be used to describe your fellow student. Put an X in the space that best describes your perception of the person you are with. For example, if the person is like either one of the words, you would put the X on the line which best illustrates your perception as follows:

Agile __x__ _____ _____ _____ _____ _____Awkward

Agile_____ _____ _____ _____ _____ __x__Awkward

You would choose an intermediate position in accordance with how you feel about that particular person being described.

Be sure to check every item. Use only one X per category. Mark each item quickly. Your first impressions or immediate feelings are the best.

Inattentive _____ _____ _____ _____ _____ _____ Attentive

Ambitious _____ _____ _____ _____ _____ _____ Lazy

Broad-minded _____ _____ _____ _____ _____ _____ Narrow-minded

Cheerful _____ _____ _____ _____ _____ _____ Sad

Courageous _____ _____ _____ _____ _____ _____ Fearful

Spiteful _____ _____ _____ _____ _____ _____ Forgiving

Dishonest _____ _____ _____ _____ _____ _____ Honest

Independent _____ _____ _____ _____ _____ _____ Dependent

Emotional _____ _____ _____ _____ _____ _____ Intellectual

Loving _____ _____ _____ _____ _____ _____ Aloof

Impolite _____ _____ _____ _____ _____ _____ Polite

Dependable _____ _____ _____ _____ _____ _____ Irresponsible

Disobedient _____ _____ _____ _____ _____ _____ Obedient

Conforming _____ _____ _____ _____ _____ _____ Non-Conforming

Unfriendly _____ _____ _____ _____ _____ _____ Friendly

Conserative _____ _____ _____ _____ _____ _____ Radical

Once the students have completed the First Impression Sheet, ask them to put them aside for use later in the activity.

Distribute the stem questions and ask students to complete them in private:

> The first thing I notice about a person is __________
>
> The first thing people notice about me is ___________
>
> The most important thing in my life right now is _____
>
> Talking with another person can ____________________
>
> The best way to get to know someone else is _________
>
> When someone tells me something about a person I don't know, I ____

Have students share their responses to the stem questions. Once responses have been shared, have students exchange First Impression Sheets and discuss them. The teacher may want to use the following questions as a guide to the discussion. These can be written on the chalk board:

> What perceptions of you did your partner make that you feel are correct?
>
> What perceptions of you did your partner make that you feel are incorrect?
>
> Are there items on the list regarding your personality that you have never thought of before?
>
> Which ones are they?
>
> Can you think of any ways in which people benefit from first impressions?
>
> Can you think of ways in which first impressions are harmful to people?
>
> Did you learn anything new about yourself? Explain.

MODIFICATION:

Educators may also participate in this activity along with students.

At the conclusion of the activity, have students and their partners give a brief summary of what they discussed and learned about themselves from the activity.

Educators can complete the list regarding particular students at the beginning and end of each semester and compare them.

Carolyn Cliver

TO ME THIS GROUP IS. . .

HUMAN RELATIONS CONCEPTS:

Human dignity cannot be fostered when stereotypes dictate responses.

No character trait is typical of every member of any group of people.

American culture is made rich by contributions of many different peoples cultures and languages.

OBJECTIVES:

The student will write a definition of the word "stereotype".

The student will examine stereotypes they have used or heard regarding a variety of nationalities and ethnic minority groups.

The student will discuss the danger of stereotyping in order to clarify their own attitudes regarding stereotyping.

GRADE LEVEL:

9 - 12, English and Social Studies. Modification possible in all classes.

TIME:

One class period for checklist and discussion. Additional class time to be determined at teachers discretion for presentations and speakers.

MATERIALS:

Checklist, newsprint, magic markers.

CLASS PREPARATION:

Teacher explains to class that they will be participating in an exercise in which they will use adjectives and phrases to describe groups of people.

PROCEDURES:

Teacher passes out the checklist and instructions to students.

In the spaces below, write two adjectives or phrases you were taught or heard as a child to describe the groups on this list. It is not necessary to fill in all of the blanks:

Germans __________ __________

English __________ __________

American Blacks __________ __________

Italians __________ __________

Russians __________ __________

Mexicans __________ __________

Polish __________ __________

Swedes __________ __________

Turks __________ __________

Native Americans (American Indians) __________ __________

Appalachian Whites __________ __________

Jews __________ __________

Greeks __________ __________

Eskimos __________ __________

Poor Whites __________ __________

Indians (India) __________ __________

Japanese __________ __________

Hawaiians __________ __________

Irish __________ __________

French __________ __________

Chinese __________ __________

Arabs __________ __________

Hungarians __________ __________

After filling out the list, have students share their lists in small groups of 5 or 6.

The activity may be discussed with other members of the group by either keeping their own checklist or putting all checklists in a pile and picking one to read. Individual lists should not be identified by name.

Select one student in each group to be recorder. Their task is to compile the stereotypes listed for each group. In order to facilitate the processing of this activity, the teacher may want to divide the list in sections so that each small group will later report on different nationalities or ethnic groups.

Once the stereotypes have been compiled, ask each group to write a definition of a stereotype. Also ask the groups to write down what they consider to be some of the effects of stereotyping. This should be done on newsprint.

The group recorders list the stereotypes, definitions and the effects of stereotyping generated by the small group. If the group is sitting in a circle, one seat in the circle may be left vacant. During the presentation, any class member may take the vacant seat to make a comment or to question the group presenting, seeking clarification.

MODIFICATION:

Allow each student group to sit in the inner circle, while their recorder makes the group presentation. Then other members of the class could take the vacant seat for questions or comments, and any member of the group could respond.

Use stem questions to process the formation of definitions and effects of stereotyping:

When someone puts a label on me, I feel ______________________

____.

I think one reason people put labels on each other is __________

____.

I think the most negative adjective on our group's list

is ______________________________ because ______________

____.

When you stereotype or put labels on groups of people ____

____.

DISCUSSION QUESTIONS:

The following questions could be discussed in the original small groups of 5 or 6, or as a total class after each group has reported:

Which groups were most often negatively stereotyped? Why do you suppose this is?

Which groups were most often positively stereotyped? Why do you suppose this is?

Which groups were least stereotyped? Why?

What's the difference between a positive stereotype and a negative stereotype?

Can a stereotype be positive?

When do people use stereotypes most?

When do people use stereotypes least?

Are stereotypes regarding ethnic minority groups used today?

What are some of the reasons for stereotypes being used today?

FOLLOW-UP:

The original student groups may choose nationalities to write reports on, or contact. (These may be worked on as groups or individuals). The attached list of National Organizations and Contacts can be used to gain information on ethnic groups. Perhaps some of the people listed could be invited to speak to the class. Each group should inform the teacher of their project so as to avoid duplication or leaving out of a nationality listed. The teacher can plan time for the oral presentations of each group, including any speakers they invite to speak to the class.

MODIFICATION FOR EDUCATORS:

How do stereotypes apply to your academic area, i.e. musicians are tempermental, high strung, etc.

How do stereotypes apply to you as a teacher, librarian, administrator, counselor, psychologist, social worker, etc.?

How do you feel when you are stereotyped because of your occupation or the role you must assume as a result of your occupation?

RESOURCES:

Madison Friends of International Students
International Student Organizations, University of Wisconsin-Madison
Hillel Foundation
Lidia Wojotowiz

NATIONAL ORGANIZATIONS AND CONTACTS:

AFRICAN STUDENTS ORGANIZATION

Ntalaja Nzongola, President
548 West Johnson Street #105
255-9958

Obi Mazombwe, Treasurer
231-2098

AFRICAN STUDIES PROGRAM

David Wiley, Chairperson
1450 Van Hise Hall
262-5382

ARAB STUDENTS ASSOCIATION

Muthar R. Al-Ubaidi
45 North Orchard Street #104
256-1995

ORGANIZATION OF ARAB STUDENTS AT MADISON

Mr. Yehia Eyssa
205 I Eagle Heights
233-1093

BRAZILIAN STUDENTS GROUP

Sergio Nicolaiewsky
401 J Eagle Heights
233-1093

CHINESE STUDENT ASSOCIATION

John Wong, President
511 West Johnson Street #401
257-3562

Albert Wong, Coordinate Chairperson
220 North Brooks Street
251-3315

CHINESE CLUB (Republic of China)

Hank Chen
111 North Mills Street

U. W. DUTCH CLUB

Mrs. Ineke De Zoeten
3570 Tally Ho Lane
233-5540

ETHIOPIAN STUDENTS UNION

Afseda M. Asfan, Steering Committee
939 A Eagle Heights
233-7350

FILIPINO ASSOCIATION

William Fortney
27 Sherman Terrace #5
249-6888

Dale Law
308 C Eagle Heights
238-8616

Patricia Ramos
923 C Eagle Heights
238-9732

FINISH-AMERICAN SOCIETY

Wayne Gardner
1018 Stull Street
Sun Prairie, Wisconsin
837-2347

FORMOSA STUDENT CLUB

Jinn Chuan Wang
1315 Chandler Street
231-2694

GERMAN CLUB (Also Austria and Switzerland)

Syl Kreilein
422 West Main Street
Madison, Wisconsin

GHANAIAN STUDENTS COMMUNITY

Victor Atiemo, Consul
1726 Hoyt Street
231-2694

Isaac Abraham, Vice Consul
204 C Eagle Heights
238-6862

INDIA ASSOCIATION

Miss Punwani, President
Box 50 Memorial Union, Campus Mail
Madison, Wisconsin

Deepak Gandhi, Secretary
912 West Dayton Street
257-9004

INDONESIAN STUDENT ASSOCIATION

Rudy Taruningkeng
109 H Eagle Heights
233-2696

IRANIAN STUDENT ASSOCIATION

Shahab Khazai
P.O. Box 5224
Madison, WI 53703

or

1402 Regent Street
Madison, Wisconsin 53711

ISRAELI STUDENT ORGANIZATION

Saya Shachman
302 L Eagle Heights
231-1026

U.W. JAPAN ASSOCIATION

Ryohei Kada, President
702 J Eagle Heights

Yoshitaka Okada
1616 Capital Avenue
238-8887

Fumiyo Nishino
613 North Frances Street
257-0960

Kazuaki Katori
602 B Eagle Heights
238-7972

Shigeru Aoki
672 Witte Hall
262-7164

or

Box 69, 511 Memorial Union, Campus Mail

KOREAN STUDENT ASSOCIATION

Hyung Tack Huh
944 F Eagle Heights
Madison, Wisconsin

LATIN AMERICAN ASSOCIATION

Eduardo Bohorquez
609 A Eagle Heights
238-2813/263-4180

MALAYSIAN STUDENTS ASSOCIATION

Hock Lye Koh
1204 West Dayton Street
257-6207

MUSLIM STUDENT ASSOCIATION

Mustaq Khan (The Muslim House)
116 North Orchard Street
257-3203

Taher Al-Sahhaf
626 Langdon Street #908
251-0772

Adnan Al-Mousa
626 Langdon Street #908
251-0772

NIGERIAN STUDENTS ASSOCIATION

Samson Amali, President
109 I Eagle Heights
238-0548

Mike Egbon, Secretary
415 West Gilman Street #413
257-2233

J. Abalaka, Treasurer
420 Henry Mall, U.W.
262-1754

PAKISTAN STUDENTS ASSOCIATION

Mohammed Akhtar Sheikh, President

Miss Azra Batool Naqvi, V. P.

Muhammad Ghias-ud-Din, Secretary

116 North Orchard Street
Madison, WI 53715

SCANDINAVIAN CLUB

Peter Gordy
215 North Frances Street #701
257-5248

Stella Nandorf
415 North Henry Street #5
255-5572

SINGAPORE STUDENT SOCIETY

Tony Lee
433 West Gilman Street #403
257-9368

SOUTHEAST ASIAN STUDENTS ASSOCIATION

Elias T. Ramos
923 C Eagle Heights
238-9732/262-2183

TURKISH STUDENT ASSOCIATION

Mahmut Sayin
1910 Kendall Avenue
238-3001/262-3097

Adnan Unluturk
615 Sky View Place
256-8009

Ziya Yurttas
548 West Johnson Street #502B
256-1590

Zehra Kasnakoglu
2924 Harvey Street #5E
238-8955

VENEZUELAN STUDENTS ASSOCIATION

Inocencio Sanchez
944 E Eagle Heights
233-1569

** It is highly recommended that the teacher read EAST MEETS WEST before processing this activity.

WE DIDN'T DO THAT, DID WE ?

HUMAN RELATIONS CONCEPT:

The history of the United States with respect to the treatment of Japanese Americans during World War II illustrates the pervasiveness of racism and the ease with which it has been practiced by those who are supposed to make the world safe for democracy.

OBJECTIVES:

The student will read and discuss an article dealing with the confinement of Japanese Americans in concentration camps during World War II.

The student will analyze the article for racist behavior and attitudes as described by the author.

The student will make value judgements about the content of the article and defend them.

GRADE LEVEL:

9 - 12, United States History, Art Graphics, Social Studies, and Speech/Journalism.

TIME:

One class period; more time may be used at teacher's discretion.

MATERIALS:

Copies of chapters 12, 13 and 14 of EAST MEETS WEST by George Goldberg. Newsprint, magic markers and stem questions.

PROCEDURE:

As a homework assignment, ask students to read the chapters from EAST MEETS WEST in order to prepare for the next day's activity.

At the next class meeting, have students form small groups of 4 or 5 and respond to stem questions:

When someone lies to me, I feel ______

If the United States Government sent my family a letter saying that we had to leave our home, I would feel ______

One example of racism against the Japanese during World War II was ______

When someone changes their mind about how they feel about me, I feel ______

If I had been living in California during World War II, I would have ______

When I am afraid of someone, I will ______

Have students share responses to stem questions. Once responses have been shared, assign each group one of the categories listed below. On newsprint, ask students to write as many adjectives and phrases they wish that relate to the category.

The behavior and attitudes of state government officials toward Japanese Americans.

The behavior and attitudes of organizations like the Western Growers Protection Association toward Japanese Americans.

The feelings and behavior of the Japanese Americans living on the West Coast.

The opinions of journalists and newspapers about Japanese Americans.

The effects of interment for the American people and their belief in democracy.

The behavior and attitude of the United States government toward Italians and Germans who were not citizens.

Students should be encouraged to dialogue about the adjectives and phrases as they are written on the newsprint so that each group member's point of view is understood.

Once groups have brainstormed the categories for adjectives and phrases, have each group come to the center of the room and form a circle. An extra chair should be in the circle so that anyone wishing to make a comment or ask a question may do so. Each group should be given the opportunity to report what was discussed in their groups.

After each group has reported, ask students to form a large group and discuss the following questions:

What was it about the Japanese Americans that made other Americans feel that they were not to be trusted?

What other groups in America can you name that have been treated like the Japanese Americans?

What do you think are some of the reasons for the strong expressions of hatred and fear made against Japanese Americans?

What differences existed between the Japanese Americans and Italians and Germans who were not American citizens?

Do you think that the concentration camps will be used again in America? Why or why not?

Had you ever heard about the interment of Japanese Americans before?

Does it surprise you that something like this happened in the United States? Why or why not?

What effects does racism have on any group of people?

MODIFICATIONS:

Have students write "letters to the editor" which oppose the interment of Japanese Americans.

Conduct a "Meet The Press" panel discussion in which members of the United States government are interviewed by members of the American press. This would require role-playing on the part of students. Consult the appendix for notes on role-playing techniques.

Have students design posters and pamphlets that protest against the evacuation of the Japanese Americans for display.

DEFINITIONS:

NISEI - *person of Japanese ancestry born in the United States and possessing citizenship.*

ISSEI - *Person of Japanese ancestry living in the United States and not possessing United States citizenship.*

THE BEGINNING OF THE END

On February 12, 1942, Walter Lippmann sealed the death warrant of the Japanese communities on the West Coast. In his regular column, "Today and Tomorrow," Lippmann wrote that the entire Pacific Coast was a combat zone and required a "special regime" to be set up there. "Nobody's constitutional rights include the right to reside and do business on a battlefield. And nobody ought to be on a battlefield who has no good reason for being there." The fact that no battle was being fought in California and that the people residing and working there had been doing so for many years, did not impress Lippmann, whose outrage may be imagined if *he*, who had much less reason for being in California than had the Japanese, had been excluded from the "combat zone."

Several days later he took up the subject again, adding that the Nisei as well as alien Japanese should be arrested. "The rule that alien Japanese are to be treated as enemies but their children as patriots is the kind of ruling which just makes no sense at all." If such was the understanding of the author of *A Preface to Morals* and *The Public Philosophy* of the nature and effect of American citizenship, was it any wonder that the hue and cry became irresistible?

Things were getting out of hand. California officials were threatening to take action themselves if the federal government did not act. On February 19, President Roosevelt issued Executive Order No. 9066, authorizing the Secretary of War or his designee to establish military zones within the United States from which any person might be excluded or permitted to remain in subject to military regulation. It was understood that the order, although general in its terms, would be used only on the West Coast and only against persons of Japanese race.

Attorney General Biddle, who was personally opposed to such action, explained: "The move has been taken largely for the protection of the Japanese themselves." It was certainly true that the predicament of the Japanese in California was becoming critical. Every day brought reports of fresh defeats in the Pacific as American forces, unprepared for war, were routed. On February 20, the *Los Angeles Times* published the names and photographs of American soldiers from Southern California who were prisoners of Japan. They were good-looking men, clean cut, terribly young, smiling under peaked army caps and graduation hoods. It was not possible to see those pictures without emotion; and when a man put down his paper and looked out the window and saw a Japanese man pass by, he must have been rare indeed not to focus his outrage and frustration on that man.

On Saturday, February 21, the Select Committee of the House Investigating National Defense convened in San Francisco. The committee had gone West in search of publicity. The President had deprived them of much of that by the issuance of Executive Order No. 9066. They therefore changed the announced purpose of their inquiry, which now became an inquiry into the economic and social consequences of the expected evacuation.

In order not to deviate too far from their original program, the committee agreed to pretend that the executive order was as general as it sounded. The chairman, Congressman John Tolan of California, was therefore able to open the hearings with his opinion that German and Italian *aliens* were more likely to be loyal than *American citizens* of Japanese descent. The election district of Congressman Arnold of Illinois was one-third German; two other members hailed from Midwestern states with large German populations; and the last member of the committee came from Alabama.

The committee's star witness was Earl Warren. "We believe," Warren testified,

> *. . . that when we are dealing with the Caucasian race we have methods that will test the loyalty of them, and we believe that we can, in dealing with the Germans and the Italians, arrive at some fairly sound conclusions because of our knowledge of the way they live in the community and have lived for many years. But when we deal with the Japanese we are in an entirely different field and we cannot form any opinion that we believe to be sound. Their method of living, their language, make for this difficulty.*

Warren was faced with a number of inconsistencies; and every time he tried to explain one obvious inconsistency, he was led into another. For example, he knew that as a result of our immigration laws, most Japanese aliens were too old to consitute a credible menace. Therefore, he testified that "the consensus of opinion among the law-enforcement officers of this state is that there is more potential danger among the groups of Japanese who are born in this country than from the alien Japanese who were born in Japan." But if the Nisei were the dangerous ones, then it was impossible to contend that "their method of living, their language" made it difficult to determine their loyalty. The Nisei lived like other Americans, and barely five percent of them could speak any Japanese at all. (By contrast, all German and Italian aliens naturally spoke a foreign language and knew English only as a second language.)

It was also rather awkward for Warren that, while many Germans and Italians had been apprehended by the FBI and charged with espionage and sabotage, no Nisei had ever been found disloyal. Warren's explanation of this inconsistency would have made any impartial tribunal suspicious of all his testimony: he argued that the failure of the Japanese in California to commit disloyal acts was "the most ominous sign" of all. It *proved* that a concerted subversive attack was being planned to coincide with an invasion from Japan!

Early in February, Warren stated, he had directed district attorneys throughout California to prepare maps showing the location of "Japs" in their jurisdictions, with particular regard to their proximity to defense installations and strategic areas.

> *An inspection of these maps shows a distrubing situation. It shows that along the coast from Marin County to the Mexican border virtually every important strategic location and installation has one or more Japanese in its immediate vicinity. The Japanese population of California is, as a whole, ideally situated to carry into execution a tremendous program of sabotage on a mass scale should any considerable number of them be inclined to do so.*

This part of Warren's testimony had immense influence on the final decision to evacuate the Japanese from California. Unfortunately, nobody bothered to examine it in detail. There were, as Warren knew but as he did not mention, few areas in California that had *no* industry of strategic importance. Most Japanese in California had been living in their present homes longer than the strategic industries had been in existence. And finally, it was not possible to compare the diabolical planning of the Japanese with any similar planning on the part of Germans and Italians in California, as Warren had ordered no study into their whereabouts.

In conclusion, Warren advised the committee not to worry unduly over possible hardships. "In time of war every citizen must give up some of his normal rights. I believe that no good citizen should object to it."

Warren was not the only witness before the committee. Some of the others did not agree with his ideas of what made a person safe or unsafe. The secretary of the California State Industrial Union Council pointed out that a member of the draft board in San Francisco was an open admirer of Mussolini and had connections with the flourishing Fascist groups in that city. An Oakland attorney made the obvious charge that "the clamor seems to come from chambers of commerce, Associated Farmers, and the newspapers notorious as spokesmen for reactionary interests."

But the committee did not wish to hear such testimony, and dealt with it abruptly. Spokesmen for the Japanese were questioned harshly and cut short. A loyalty pledge signed by 1,400 Japanese aliens and presented by the president of the California Council of Churches was the first document submitted to it that the committee failed to publish. The California Joint Immigration Committee was allotted twenty pages of the published minutes for inflammatory testimony and exhibits.

The problem before the nation was not a simple one. There were a million nationals of enemy countries living in the United States, and they had five million spouses and children. Their loyalty did not necessarily correspond with their technical citizenship. Many had fled from Nazi Germany and Fascist Italy, and could be counted on to do all within their power to defeat the regimes that had forced them to leave. Others were undoubtedly spies or potential saboteurs. Yet except for such necessarily anti-Nazi persons as Jews, it was difficult to distinguish between dangerous enemy aliens and harmless or friendly enemy aliens.

The simplest, most straightforward way of protecting the nation would have been to move all one million enemy aliens and the five million members of their immediate families to concentration camps in the interior of the country. But, apart from the hardships that such drastic action would cause, and apart from the injury it would do to American ideals, it would have hurt the war effort more than it could have helped it. Enormous resources would have had to be diverted to carry out so vast a project, and thereafter to guard the camps; and there were many enemy aliens who were actively assisting the United States to defeat her enemies. There might have been no Manhattan Project without the services of Hans Bethe and Albert Einstein of Germany; Emilio Segre, Enrico Fermi, and Bruno Rossi of Italy; Isador Rabi of Austria; and Leo Szilard and Edward Teller of Hungary--all "enemy" aliens.

The only program consistent with national safety and national honor was to set up loyalty tribunals to examine each enemy alien on his individual merits, as the British did. It was true that the British had to deal with only 93,000 enemy aliens and we had more than a million. But we had far greater facilities and we were in nothing like the imminent danger that threatened the British. In fact, this was precisely the program favored by the Justice Department, but it was overruled.

THE PLAN TAKES SHAPE

General John Lesesne DeWitt, commanding general of the Western Defense Command, was designated by the Secretary of War to carry out Executive Order No. 9066 on the Pacific Coast.

Determining that the entire coast was subject to enemy attack, DeWitt designated the Western portions of Washington, Oregon, and California, along with the southern part of Arizona, as Military Area No. 1. He announced that "such persons or classes of persons as the situation may require" would be excluded from Military Area No. 1, or might be allowed to remain there under certain restrictions. He emphasized that "military necessity" would be his only consideration. "Public clamor for evacuation from nonstrategic areas and the insistence of local organizations and officials that evacuees not be moved into their communities cannot and will not be heeded."

DeWitt summoned the leaders of Japanese communities on the West Coast to a meeting with him and with representatives of the Justice Department. The Japanese were informed that the evacuation of all persons of Japanese race, regardless of citizenship, from Military Area No. 1 would probably be ordered. DeWitt assured tham that he would prefer to accomplish the evacuation through cooperating with the Japanese rather than by force. "Those Japanese *and other aliens* (italics added) who move into the interior out of this area now," he told them, "will gain considerable advantage and in all probability will not again be disturbed.

Although no provision was made to release Japanese living in coastal areas from leases and other long-term obligations, over ten thousand Japanese attempted to take DeWitt's advice and move inland. The governor of Kansas said: "Japs are now wanted and not welcome in Kansas." The governor of Arizona said: "We do not propose to be made a dumping ground for enemy aliens from any other state. I cannot too strongly urge that such aliens be placed in concentration camps east of the Rocky Mountains." The Nevada Bar Association said: "We feel that if Japs are dangerous in

Berkeley, California, they are likewise dangerous to the State of Nevada."

The Japanese who moved inland were met with signs: "This restaurant poisons both rats and Japs." "Japs Shaved: Not Responsible for Accidents." Shops, gas stations, and restaurants refused to serve them. When a church group in Dearborn, Michigan, invited four Nisei to live in their community, the commander of the Allied Veterans' Council of Dearborn proposed that they be made to wear lapel buttons stating, "I am a Jap"; the church group withdrew the invitation. When two Nisei girls arrived in Moscow, Idaho, where they had been accepted at the university, they were informed that their applications had been canceled. No reason was given, but the town was so hostile that the girls had to be given refuge in the city jail.

Although the commanding general of the Western Defense Command had appealed to the Japanese to move inland as a patriotic measure, neither he nor any other public official appealed to the patriotism of the inland communities to accept them. Most public officials even persisted in referring to the Japanese as "enemy aliens," although most of them were native-born citizens of the United States (and many of those same public officials were not).

It was, in fact, the refusal of inland communities to accept the Japanese that was the direct cause of their final evacuation and concentration. "That the evacuation program necessarily and ultimately developed into one of complete federal supervision," General DeWitt later stated, "was due primarily to the fact that the interior states would not accept an uncontrolled Japanese migration."

As February drew to a close, the clamor for evacuation reached a climax. When an unidentified submarine lobbed a few shells onto an oil field near Santa Barbara, the Japanese were charged with having signaled the sub onto its target. The next night, unidentified aircraft were spotted over the beach area. Some observers saw 150 to 200 planes filying at 25,000 to 30,000 feet. Others sighted nine planes skimming the rooftops. The Army fired 1,430 shells into the air. They hit no planes, but some of the shells failed to explode until they came down, doing considerable damage. The Secretary of the Navy said it was a false alarm, the Army took credit for saving Los Angeles from destruction, and the press reacted as if the center city was ashes. The only man who knew what he was talking about was the bystander who said, "The Japs around here will be awfully unpopular tomorrow."

Their unpopularity was not only caused by the "air raid." On February 26, Mayor Bowron of Los Angeles was indicted by a grand jury for wire-tapping and misuse of public funds, and proceedings were begun to remove him from office. Like several of his predecessors, Bowron now attacked the Japanese, hoping that in the din the noise of the skeletons dancing in his own closet might be drowned out.

The position of the Japanese was fast becoming intolerable. The State Board of Equalization suspended all liquor licenses held by persons of Japanese ancestry--an unconstitutional action, but no less effective for that. Three thousand Filipinos in the Salinas Valley resolved in congress assembled never again to pick a cucumber for a "Jap." The city manager of

Long Beach ordered the municipal market to revoke the licenses of all Japanese farmers trading there, including the forty percent who were citizens. The State Personnel Board, which had assured the Japanese-American Citizens' League that there would be no arbitrary treatment of Nisei in the civil service, took steps to prevent the employment of "immediate descendents of enemy aliens."

The Department of Justice conducted a mail survey of local attitudes toward the Japanese. The clerk of Chico, California, wrote: "Insofar as the local sentiment is concerned, it will be entirely satisfactory to keep them all in concentrations camps until they all die of old age." The recorder of Drain, Oregon: "Keep the Japs in concentration camps for the duration and then turn them over to the Chinese for safekeeping." The recorder of Toledo, Oregon: "I am instructed to inform you that a bunch of Japs were run out of this city sixteen years ago and we still feel the same way about them." The clerk of Ilwaco, Washington: "We believe that the only good Jap is a dead one and that the U. S. would be better of if they were ALL deported. Let's clean America up."

The air was rent with the sound of grinding axes. Every man who coveted his Japanese neighbor's farm, or who wanted to be rid of Japanese competition, or who hoped to obtain forced labor (one farmer offered to allot "a large unused packing house for some of the men"), or who expected to gain public office on the strength of his anti-Japanese agitation, or who needed to divert public attention from his own activities, joined to demand that over a hundred thousand men, women, and children, two-thirds of them native-born American citizens, be forcibly removed from their homes and thrown into concentration camps in the interior of the country.

Some of the agitators were honest. The managing secretary of the Grower-Shipper Vegetable Association said:

> *We're charged with wanting to get rid of the Japs for selfish reasons. We might as well be honest. We do. It's a question of whether the white man lives on the Pacific Coast or the brown men. They came into this valley to work, and they stayed to take over. They offer higher prices and higher rents than the white man can pay for land. They undersell the white man in the markets. If all the Japs were removed tomorrow, we'd never miss them in two weeks, because the white farmer can take over and produce everything the Jap grows. And we don't want them back when the war ends, either.*

The Western Growers Protective Association was equally frank. "I feel," said a spokesman for the association, "that now is the time to do this and to do it right. If we wait until after the war is over, the 'sobsisters' are going to hold sway again and we will never be able to get such a resolution through Congress and the various state legislatures."

The resolution in question was an amendment to the United States Constitution, authorizing the deportation of all persons of Japanese race.

The anti-Japanese campaign had spread nationwide. The most respectable journals lent their pages to anti-Japanese agitators. The *New York Times* published in its Sunday magazine an article entitled "California Gets Touch," in which a California journalist explained to the unknowing Easterners how his state had been generous to a fault in the past, but the enemy had better look out now, for "there's a steelier glint in our eye and our carelessly welcoming, glad-hand smile has vanished."

The Japanese did not know how to react. Said a Nisei college sophomore:

> *One of the professors addressed our group of Japanese students and stressed that it would be well if we kept inconspicuous around the school and did not laugh among ourselves in the study hall or library. Another professor addressed us later and said that we were too quiet and that others would be suspicious if we all carried such long faces. So, there we were, we couldn't look sad and we couldn't look happy. We tried just keeping our faces straight, and then came the rumors that we were poker-faced.*

If the position of the Nisei was awkward, that of the Issei was impossible. Japanese nationals owning property valued at $1,000 or more were required to file a report with the Federal Reserve Board and "must not, by any transaction, either directly or indirectly, substantially diminish or imperil or otherwise prejudicially affect their assets or financial position." Thus, although they feared imminent evacuation, they were forbidden to sell their businesses or other assets. Japanese farmers were warned that failure to plant and raise their crops, although they could not be sure of being around to harvest them, would be considered evidence of disloyalty and might even subject them to arrest and prosecution for sabotage. Many Issei were still in jail, and all Japanese-language schools and publishing houses were closed. In fact, nearly all commercial activity had ceased for the Issei, and they were reduced to living on the charity of citizen relatives and philanthropic organizations.

It was becoming increasingly obvious that a haphazard evacuation simply would not work. Even Tom Treanor, who had been among the first to call for evacuation, condemned the program to date as:

> *. . .a piecemeal, incoherent, illogical, stupid piece of business which has done more harm than good. The main purpose, thwarting the hostile Japanese, has not been accomplished. Almost the sole consequence has been to alienate, frighten, and despoil the honest Japanese.*

> *The program is in such a completely confused state that neither the authorities who are helping the Japanese nor the Japanese themselves have the slightest idea where their new homes should be. There may be further restricted areas, then again there may not. The Japanese are only told not to locate near defense plants, power lines, etc.*
>
> *Well, there are few such places here. What does "near" mean, anyway? A hundred yards, a mile? When the Japanese go into new neighborhoods, they are quite understandably not welcome. But they can't just go wandering around, angered and embittered, like gypsies.*

General DeWitt agreed. On March 27 he stopped them from wandering around like gypsies. On that date he *prohibited* all further movement of Japanese out of Military Area No. 1.

THE EVACUATION

"Frank Tanaka" was twenty-five years old. (The name is fictitious, but it stands for a real man whose experience was typical of many.) He was the sole support of his elderly parents and his younger brother. He farmed fifty-five acres of an incorporated cooperative on a large tract of leased land near the Southern California coast. He employed twenty-five seasonal workers and had realized a net cash income of $2,000 a year for several years. Frank Tanaka was a native-born citizen of the United States.

Frank Tanaka had taken General DeWitt's advice to move inland, out of Military Area No. 1. The owner of the land on which the co-op was situation required him to sign a waiver of all claims on buildings, underground irrigation pipes, and other fixtures. The Tanakas lost their home, garage, and packing shed (estimated value $2,300), irrigation equipment ($1,000), a crop of peas a few weeks from harvest ($3,000), other less mature crops, and $1,300 worth of farm tools and fertilizer they were unable to move or sell. They did sell some implements and animals, but at considerable loss. Their total losses amounted to five years' net income.

Still, the Tanakas were luckier than many Japanese. They had money and goods amounting to $10,000 with which to set up again inland. They had done so, and when General DeWitt ordered the evacuation of Military Area No. 2, they were ruined.

Flux is the natural state of society, and in wartime changes comes even faster than usual. One must be ready to deal quickly with novel situations, and a succession of contradictory orders from headquarters is neither surprising nor necessarily proof of incompetence. What was pernicious about the handling of the Japanese evacuation were the lies. The Army made promises it knew it could not keep, and thousands suffered unnecessarily.

When General DeWitt advised the Japanese to move inland, out of Military Area No. 1, he had assured them that they "in all probability will not again be distrubed." He continued making such assurances well into March. Yet in the Army's final report on the evacuation, which was prepared under the supervision and issued over the signature of General DeWitt, it is stated: "Towards the end of February, it became finally evident that a complete evacuation of all persons of Japanese ancestry from Military Area No. 1 and ultimately from the California portion of Military Area No. 2 (the rest of California), would be ordered.

Right up the the final evacuation order, the Japanese were misled by high officials of the federal government. Tom Clark, Coordinator of Enemy Alien Control for the Department of Justice (and later a justice of the United States Supreme Court), stated flatly: "I don't think that there is going to be any mass evacuation." Richard M. Neustadt, regional director of the Federal Security Agency, assured the Japanese-American Citizens' League that the federal government did not contemplate any indiscriminate evacuation of Japanese from the West Coast. Japanese aliens, Neustadt said, would be treated like other enemy aliens, and of course no American citizen who happened to be of Japanese ancestry would be involved in any evacuation.

Clark and Neustadt doubless believed what they said, but they did the Japanese a disservice. For uncertainty was the worst of the many plagues visited upon the Japanese. Farmers did not know whether to plant (but failure to plant might be a crime), students did not know whether they would be around to take the examinations for which they were studying (they weren't), pregnant women did not know whether the obstetrician who examined them would be able to deliver their babies, merchants could neither get nor afford to give credit.

Later on, the State Personnel Board resolved that "all state civil service employees of Japanese ancestry employed by any department, agency, board or commission be suspended effective immediately." Each Japanese employee was thereupon handed a mimeographed notice, with his name and rank typed in, charging him with "failure of good behavior, fraud in securing employment, incompetence, inefficiency, and acts incompatible with and inimical to the public service and violation of the provisions of the State Civil Service Act," and was told not to report for work in the morning. The board's unlawful order, clearly in violation of the constitutions of the United States and the state of California, had a limited immediate effect, for the Japanese it was firing would soon have been forced to leave anyway. But being dismissed for such a catalogue of misdemeanors was not likely to be of help in obtaining employment in the future. The Nisei protested and got nowhere.

Meanwhile, the DeWitt Line between the two Military Areas was separating families and friends. In Military Area No. 1, an 8:00 p.m. to 6:00 a.m. curfew applied to all Japanese, regardless of citizenship.

Such a curfew in the absence of martial law (which was never declared) was utterly unlawful, but by this time the law was hardly noticed by anyone. DeWitt's carrying out of the orders against aliens' possession of weapons was producing ludicrous results--a German woman was arrested for possessing the sword her husband received when he graduated from Annapolis. Few military men have ever proved so conclusively as General DeWitt the desirability of civilian government.

In fact, DeWitt seems to have forgotten that there was still a civilian government in the United States and that he was subordinate to it. At last he overreached himself. He set up a "*civil* affairs division" within his Western Defense Command, a thing he had no business to do.

This was too much for President Roosevelt, preoccupied as he was with the still-disastrous course of the war. On March 18 he created a War Relocation Authority directly under the President and endowed it with full authority over the administration of "relocation centers" (not the concentration camps being called for by the racists in California) to house the Japanese until they could be provided for outside the Western Defense Command. He let it be known that "relocation center" was no euphemism but a declaration of government policy, and to demonstrate that this policy would be adhered to, he chose as first head of the WRA Dr. Milton Eisenhower, General Dwight Eisenhower's brother.

Milton Eisenhower was born in Abilene, Kansas, in 1900. After graduating from the State College with a degree in agricultural and industrial journalism, he entered the foreign service. After a tour of duty in Scotland, he moved to the Department of Agriculture. His great ability, and in particular his gift for inspiring confidence, found him two years later as the department's Director of Information. In the agricultural upheavals of the thirties his talent for conciliation was put to good use when he was entrusted with the delicate task of organizing and directing an Office of Land Use and Coordination within the Department of Agriculture. His reputation for impartiality and fairness survived even this test, and Japanese newspapers in California hailed his appointment as head of the War Relocation Authority.

Eisenhower wanted small camps, on the model of the camps set up during the depression by the Civilian Conservation Corps. He hoped these camps would provide the Japanese with a resting place where they could be protected until employment could be found for them in Midwestern and Eastern communities. He knew that even so, and with the most sensitively humane administration of the camps possible, the Japanese would suffer great hardships. "I feel most deeply," he said, "that when this war is over and we consider calmly this unprecedented migration of one hundred thousand people, we are as Americans going to regret the avoidable injustices that may have occurred."

But Eisenhower was overruled in a meeting with governors and attorneys general of the Pacific states. "The official conception by state officers of the type of program best suited to the situation," he said afterward, "was one of concentration camps with workers being farmed out to work under armed guards." The Army backed up the state officials by refusing to guard groups smaller than five thousand. Thus Eisenhower was forced to agree to the construction of vast barrack camps in California, Arizona, Wyoming, Colorado, and Arkansas--the smallest ultimately held over 7,000 people, the largest over 15,000. But there was no "farming out" of forced laborers or anything like it. This proposal shocked even General DeWitt.

On May 1, the evacuation began. Railway stations in many parts of the West were scenes of tragedy as a hundred thousand men, women and children were herded together under armed guard and forcibly entrained. The soldiers, many of whom were deeply embarrassed, helped as best they could--carrying invalids and old people, holding babies, saying a few kind words. But the nature of the transaction was too nasty to be papered over with words. That which could never happen here had happened.

One man could no longer live in such a world. On July 4, 1942, Hideo Murato, clutching the "Certificate of Honorary Citizenship" presented to him by the Board of Supervisors of Monterey County and which read, "Monterey County presents this testimony of heartfelt gratitude, of honor and respect for your loyal and splendid service to the country in the Great World War. Our flag was assaulted, and you gallantly took up its defense," committed suicide.

Chapters 12, 13 and 14
EAST MEETS WEST by George
Goldberg. Harcourt Brace
Jovanovich, Inc., New York,
publishers. 1970. pp. 95-119.

Gloria Grant

'Bigot, bigot, who is the bigot?'

> *I grow afraid only when I*
> *see people thinking and acting like this.*
>
> *Powdermaker*
> *Cree Nation*

HUMAN RELATIONS CONCEPT:

Much of the prejudice and bigotry that lies at the heart of intergroup tensions in America is often hidden from those at whom it is directed. More often than not, negative attitudes and feelings held by people against other people are not discussed when those who are being discussed are present.

OBJECTIVES:

The student will identify examples of bigotry contained in a story.

The student will identify stereotypes used by individuals in a story to describe an ethnic minority group.

The student will discuss and record the social implications of the bigotry contained in the story.

The student will develop a strategy for combating the bigotry contained in the story.

GRADE LEVEL:

9 - 12

MATERIALS:

Copies of the story, newsprint, magic markers, stem questions if desired, definitions, at least four small groups.

PROCEDURE:

Have students form groups of no more than 6 each and distribute copies of the story.

Ask students to read the story. Distribute the stem questions and ask students to respond to them privately in their small groups.

Have students share their responses. Next, randomly assign each group a task that is consistent with the four objectives at the beginning of the exercise. Each task should be written on a sheet of newsprint and given to the groups.

Have each group select a recorder to record the vital points of the small group discussions.

Once discussions are completed, have each recorder come to the center of the room to form a circle. A vacant chair should be placed in the circle so that anyone who would like to comment or ask a question may join the group. Each recorder should report the discussion of their small group.

At the conclusion of the reporting, teacher will lead a class discussion using the following questions:

> Give examples of other incidents like the one described in the story.
>
> What are some reasons for the feelings expressed toward John Nole, a person Bob, Fred and Tom have never met?
>
> What would you have said if you had been part of the conversation?
>
> How often do you think conversations like this occur?
>
> Do you think the conversation would have been the same if John Nole had been there? How would you explain your answer?
>
> If John Nole had been there, what do you think he would have said or done?
>
> What does bigotry do to people who practice it?
>
> What does bigotry do to people against whom it is directed?
>
> What differences are there between Tom and someone like Archie Bunker in terms of how their bigotry is acted out?

What is the significance of the quote from Powdermaker in reference to this exercise?

MODIFICATION:

Have students role-play the situation in which John Nole enters and over hears the conversation. Proceed with the process as described after the role playing is completed.

Substitute actual situations for the one described, particularly those based on historical facts which had far-reaching implications for American society, i.e., 3/5 of a man clause--U. S. Constitution, Menominee Termination, Chinese Exclusion Act, and Japanese Interment Camps.

Substitute situations described in literature and process as described.

FOLLOW-UP:

Instruct students to watch for other examples of bigotry that may occur in their school and bring them to class for discussion.

THE STORY

John Nole, has been appointed Director of Research in the Metropolitan City School District. No Native American person has previously held such a high position in that system. Naturally there is a good deal of interest and curiosity about the appointment. There is a good deal of talk among employees of the Central Office about Mr. Nole's personality, training, experience and the wisdom of the appointment.

Our story involves such a conversation between three persons in the central administration. The three characters in the conversation are Fred Lilly, Bob Pool and Tom Waters.

Fred and Bob are engaged in conversation over coffee. Both have the usual curiosity concerning the appointment of John Nole, but neither of the two seem to oppose it. Fred points out that it is probably well that a Native American person has been appointed to a responsible position on the central administrative staff since the system had a substantial number of Native American people. Bob comments that Mr. Nole seems a "decent sort of fellow and seems to know what he's doing."

After some conversation between Fred and Bob, they are joined by Tom, who injects a new tone into the conversation. Tom is adamantly opposed to the appointment and hints at "pressures" to appoint a Native American, regardless of his qualifications. He points out that Nole's undergraduate work was done at some all-Indian college, Haskell Institute, he thinks, and implies that those kinds of institutions are inherently inferior.

At this point Fred and Bob alter their previous positions and begin to agree with Tom. Tom goes on to point out that Mr. Nole did not distinguish himself in graduate school and he questions whether or not Nole knows anything about research. Fred and Bob agree that there is no evidence that he does.

Bob makes the point that the Native Americans push for civil rights has caused much unrest and that the country is "worse off" as a result of it. As Fred and Tom agree, Bob goes on to say that "incidents such as the ones at Wounded Knee and Gresham, Wisconsin only reinforce attitudes we have about those people."

Tom makes the point that there are certain areas in which Native American people cannot be expected to excel and that research is one of them. Fred and Bob agree.

It is now time to return to work. The conversation ends with the consensus that the appointment of Mr. Nole was a mistake.

STEM QUESTIONS

To me, one reason why Bob and Fred agreed with Tom is ________________.

John Nole was/was not stereotyped because ________________.

Prejudice is ________________.

Bigotry is ________________.

Before Tom joined them, Fred and Bob ________________.

To me, John Nole ________________.

When Bob says that John Nole "seems a 'decent sort of fellow'", I think he means ________________.

DEFINITIONS:

Bigotry: stubborn and complete intolerance of any creed, belief or opinion that differs from one's own.

Random House
Dictionary

Prejudice: an unfavorable opinion or feeling formed before hand or without knowledge, thought or reason; unreasonable feelings, opinions or attitudes especially of a hostile nature directed against a racial, religious or national group.

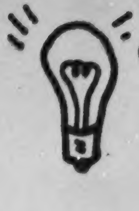
Random House
Dictionary

Scapegoat: a person made to bear the blame for others or to suffer in their place.

Random House
Dictionary

Stereotype: a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, affective attitude or uncritical judgment.

Webster's New
Collegiate
Dictionary



Carolyn Cliver
and
Gloria Grant

RACISM

HUMAN RELATIONS CONCEPT:

Unless racism is pointed out to those who practice it, it will be difficult to resolve some of the conflicts and animosities existing among people today.

OBJECTIVES:

The student will identify some of the ways in which racist behavior and attitudes are communicated.

The student will participate in a role-playing situation in order to better empathize and understand the feelings of another person.

The students will participate in a role-playing situation in order to better understand their own feelings and attitudes regarding racism.

GRADE LEVEL:

9 - 12

TIME:

One class period.

MATERIALS:

Handout describing a situation to be role-played by students.
Newsprint, magic markers and stem questions.

CLASS PREPARATION:

The teacher may need to help students warm-up for the role-playing situations if they have had no experience with role-playing or if they feel self-conscious and inhibited when performing in front of their peers. If this is the case, consult the appendix for suggested warm-up activities.

PROCEDURE:

1. Ask students to form small groups of 5 or 6.
2. Distribute handout describing the situation that is to be role-played and ask students to read it silently.
3. Distribute stem questions to students and ask students to complete them in private:

   I feel Ms. Fernandez refused to work with the principal because ____.

   To me, the way the principal acted shows ____.

   When the principal uses the word "*they*", he means ____.

   If I were the principal, I wouldn't ____.

   If I were Ms. Fernandez, I would ____.

4. Ask students to share there responses in their small groups.
5. Using their responses, the students should role-play the situation described to a satisfactory conclusion. One student should take the role of Ms. Fernandez and another student should take the role of Mr. Brown. When possible, each student should have an opportunity to role-play the situation.
6. For each role-play situation, a recorder should write down the conclusion reached on newsprint.
7. Ask each group to come to the center of the room to share the conclusions they reached. A vacant chair should be placed in the circle so that persons from other groups may make comments or ask questions.
8. At the conclusion of each group presentation, the teacher should assign each group a question to discuss. These should include:

   Can you think of any situations in your school or your community that this situation reminds you of?

Give some examples of the principal's behavior that might be considered racist.

Do you think the principal would have behaved differently if Ms. Fernandez had been a white woman? What might be some reasons for this?

What did you discover about your attitudes regarding racism in this activity?

How would you feel and what would you do if someone called you a racist?

Do you think the situation would have improved if Ms. Fernandez had stayed and talked with the principal?

ROLE-PLAYING SITUATION:

Participants: Ms. Fernandez, Director of Latin Programs, a United States citizen

Mr. Brown, Principal, Melwick School, a United States citizen

Ms. Fernandez, Director of Latin Programs, meets with the principal of a large school in order to set up a program for Spanish-speaking students. The principal started the meeting with a twenty minute monolog which contained the following statements:

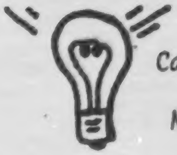
"We at Melwick are very aware of the need of the Spanish-speaking population in this city. You call them Chicano, don't you? Anyway, we know how uneducated most men are, the lack of employment, and we have been doing something about it. We have five people enrolled in our apprenticeship courses. Unfortunately, I can't say that they are doing well, since they do not seem to be able to learn too fast; but then we cannot expect too much. They will improve once they learn more English, and if they try a little harder. I am especially concerned with Spanish-speaking people as I spent two weeks in Mexico and I loved it. We went to some border cities and they live such simple lives. When you are in this country, which is so technically advanced, and where poverty is almost non-existant, you wish you could go back. I am really fond of your people. I even have pictures of us shaking hands with some of the Spanish-speaking students. We want to help; of course, there are some rules. . . . ."

The program was never set. After a polite conversation, Ms. Fernandez refused to work with Mr. Brown.

MODIFICATION:

After each group has shared their solution, have a large group discussion using the discussion questions.

For History or English classes, role-play situations that are racist in nature and which are based on historical fact or which are described in literature students are reading.



Carolyn Cliver
and
Nancy Benson

WHAT IS A HERO?

HUMAN RELATIONS CONCEPT:

Depending upon one's perspective, particularly with regard to one's culture, a hero to one person may not be a hero to another person. However, it is important that we develop a respect for the contributions and efforts of others whose philosophies we may or may not agree with.

OBJECTIVES:

The student will demonstrate an understanding of a cultural hero he or she does not agree with by analyzing the contributions and philosophy of that person.

The student will write a definition of the word "hero" and discuss it with reference to a particular person.

GRADE LEVEL:

9 - 12, Social Studies, English and Speech.

TIME:

At least one class period.

MATERIALS:

Texts with appropriate subject matter; periodicals and pictures can also be used, newsprint and magic markers; handout on Malcolm X.

PROCEDURE:

Have students form small groups of 4 or 5 and distribute handout on Malcolm X. Ask students to read the handout.

Ask students to brainstorm any additional information they have about Malcolm X, writing it down on newsprint. The teacher may ask students to read additional materials about Malcolm X before doing this exercise.

Using the information contained in the handout and on the newsprint, have students discuss Malcolm X from the perspective that he is considered a hero in the Black community.

If desired, the following stem questions can be used to facilitate discussion:

Malcolm X was popular because ______________________________
____.

To many Blacks, Malcolm X is ______________________________
____.

I agree with Malcolm X because ______________________________
____.

I disagree with Malcolm X because ______________________________
____.

A hero is ______________________________
____.

Students should be reminded that there may be a great deal of disagreement among them. The purpose of the exercise is to share opinions, not to judge whether one's opinions are right or wrong.

If stem questions are used, have students discuss responses. Once responses have been discussed, students should begin forming a definition of the word "hero". Students may want to begin by brainstroming adjectives and phrases associated with the word "hero", writing them on newsprint. Use these adjectives and phrases to compose a definition of hero. Each group should then share their definition with the entire class.

The teacher should lead a large group discussion of Malcolm X as a hero, using the definitions composed by students. Discussion questions could include:

Is Malcolm X a hero to all people in the United States?

Who might consider him a villan?

What might be some reasons for people considering Malcolm X a villan?

Are the following things true of Malcolm X:

He fought for a cause he believed in?

He was brave?

He sacrificed himself to help others?

He fought for his country?

RESOURCES:

Books: THE AUTOBIOGRAPHY OF MALCOLM X

MALCOLM X, THE MAN AND HIS TIMES

Film: MALCOLM X, STRUGGLE FOR FREEDOM

MODIFICATION:

Activity can be used to analyze contributions and activities of others who have been represented as controversial:

- *Angela Davis*
- *George Jackson*
- *Dennis Banks*
- *Russell Means*
- *William Calley*
- *Poncho Villa*
- *Richard Nixon*
- *Geronimo*
- *Ceasar Chavez*
- *Harriet Tubman*
- *Karleton Armstrong*
- *Ralph Nader*
- *Mao Tse-tung*
- *Soong Nai-ling (Madame Chiang Kai-shek)*

MALCOLM X

Founder, Organization of African Unity

Malcolm X was one of the most fiery and controversial Negroes of the 20th century.

Born Malcolm Little in Omaha on May 19, 1925, he was the son of a Baptist preacher who was an avid supporter of Marcus Garvey's United Negro Improvement Association. At an early age, Malcolm moved to Lansing, Michigan with his parents, both of whom were tragically lost to him in childhood. (His father was run over by a streetcar, and his mother was committed to a mental institution.)

Leaving school after the eighth grade, Malcolm made his way to New York, working for a time as a waiter at Smalls Paradise in Harlem. Soon part of the seamy underworld life of the ghetto, Malcolm began selling marijuana; became a cocaine addict; turned to burglary, and was sentenced to a 10-year prison term in 1946.

While in prison, he became acquainted with the Black Muslim sect headed by Elijah Muhammad, and was quickly converted to its utopian and strongly racist point of view. Paroled from Prison in 1952, he soon became an outspoken defender of Muslim doctrines, accepting the basic argument that evil was an inherent characteristic of the "white man's Christian world."

Unlike Muhammad, Malcolm sought considerable publicity, and made several provocative and inflammatory statements while addressing predominantly white civic groups and college campus audiences. Branding white people "devils," he spoke bitterly of a philosophy of vengence and "an eye for an eye." When, in 1963, he characterized the Kennedy assassination as a case of "chickens coming home to roost," he was suspended from the Black Muslim movement by Elijah Muhammad, and soon formed his own protest group, the Organization of Afro-American Unity.

The group had built up only a small following at the time of Malcolm X's murder in 1965. He was buried as Al Hajj Malik al-Shabazz, the name he had taken in 1964 after making his holy pilgrimmage to Mecca. (See February 21, 1965 March of News entry for further details).

The proximity of his death makes it difficult to offer an assessment of the role played by Malcolm X in the civil rights revolution. It is certain that he had a great emotional impact upon Negroes, a fact for which there is ample evidence not only in the statements made by many of his peers, but in the enormous turnout for his funeral. His appeal was not confined to the Negro masses, but had also spread to a whole host of militant young leaders who admired him for his uncompromising self-assertiveness, and his unwillingness to retreat in the face of hostility.

By 1970, it had become apparent that Malcolm X would be lionized, or even beatified, by those who sought as much to revere his memory as to promote their own distorted view of the true meaning of his ideology and striving. In practical terms, he was an advocate of self-help, self-defense, and education; as a philosopher and pedagogue, he succeeded in integrating history, religion and mythology to establish a framework for his ultimate belief in world brotherhood and in human justice. Faith, in his view, was a prelude to action; ideas were feckless without policy. At least three books published since his death effectively present his most enduring thoughts. They are his own classic *Autobiography*, a collection of *Speeches* given at Harvard, and *Malcolm X, The Man and His Times*.

Juanita Spicer
West High School

MEETING THE PUBLIC

HUMAN RELATIONS CONCEPT:

This activity will give the student the opportunity to appraise his/her personality in an attempt to spot deficiencies in attitude toward minorities. Through self-evaluation, as well as suggestions for improvement, future receptionists and salespersons will develop understanding and sensitivity for people.

OBJECTIVES:

The students will learn more about themselves as they relate to other people.

The students will realize that their personality affects every facet of their lives, particularly their career.

The students will be aware of their reactions and responses to minority group members.

Self-evaluation will stimulate the student to take action to improve personality deficiencies.

The student will know the responsibility of receptionist or salesperson to all individuals, regardless of racial or ethnic background.

GRADE LEVEL:

9 - 12, Office Education, Secretarial Training, Distributive Education, Sales Education.

TIME:

One class period.

PROCEDURE:

Each student will complete a self-evaluation of his/her personality. The form consists of two columns for answers, one labeled "*White Americans*", the other "*Minority Groups*." Two answers should be given for each question. The evaluation section of the form makes suggestions for improvement. The student will keep this evaluation for referral purposes. A follow-up evaluation should be given at the end of the semester.

GETTING ALONG WITH PEOPLE

A PERSONALITY CHECKUP

ABOUT THIS ACTIVITY: As a receptionist or salesperson your response and attitude toward individuals projects an image that creates good or ill will for your company or institution and its products. Few jobs bring you face-to-face with more people, all of whom are different, and require the kinds of individual attention that only a sensitive person can give. This exercise is designed to evaluate your attitude toward minority group members.

DIRECTIONS: This exercise consists of two columns for answers, one headed "*White Americans*", and the second column headed "*Minority Group Members*". You must place an answer in both columns for each answer that best describes your feelings toward White Americans and Minority Group Members.

QUESTION	WHITE AMERICANS			MINORITY GROUP MEMBERS		
	YES	SOMETIMES	NO	YES	SOMETIMES	NO
1. Do you make friends easily?						
2. Are you willing to do something for someone without being asked?						
3. Are you loyal to your friends?						
4. Do you try not to hurt the feelings of others?						
5. Are you careful never to interrupt when another person is speaking?						
6. Do you control your temper?						
7. Do you try to resolve arguments without allowing your personal feelings to enter the picture?						
8. Do you think ahead about the results of your actions?						

QUESTION	WHITE AMERICANS			MINORITY GROUP MEMBERS		
	YES	SOME-TIMES	NO	YES	SOME-TIMES	NO
9. Do you try not to take advantage of the good nature of others?						
10. Do you treat others respectfully and courteously?						
11. Do you keep promises?						
12. Are you at ease with other people?						
13. Do you readily admit your mistakes?						
14. Is it easy for you to like nearly everyone?						
15. Do you realize your weaknesses and attempt to correct them?						
16. Can you take being teased?						
17. Are you a good loser?						
18. Do you solve problems immediately rather than put them off?						
19. Are you tolerant of other people's beliefs?						
20. Do you refrain from "*pouting*" when things go differently than you would like?						
21. Are you a good listener?						
22. Are you the kind of friend you expect others to be?						
23. Can you disagree without being disagreeable?						
24. Do you generally speak well of other people?						

	WHITE AMERICAN			MINORITY GROUP MEMBERS		
QUESTION	YES	SOME-TIMES	NO	YES	SOME-TIMES	NO
25. Can you take criticism without being resentful?						
26. Does your voice usually sound cheerful?						
27. Can you work well with those you dislike?						
28. Are you pleasant to others even when you feel displeased about something?						
29. Do you show enthusiasm for the interests of others?						
30. Do you have many prejudices?						
31. Do you investigate problems more deeply than you are required?						
32. Remain cheerful even though a task is somewhat unpleasant?						
33. Choose the course of action that is honest and morally right?						
34. Do you willingly admit your own mistakes and not blame others for them?						
35. Do you inquire when something seems to be wrong?						

PERSONALITY CHECKUP EVALUATION

Knowing what your deficiencies are is just the first step.

1. Make a decision now to correct these areas.
2. Seek advice from your parents, friends, teachers and counselors.
3. There is information in magazines, pamphlets and books. Ask your librarian to help you find good references.
4. Outline your plan on this sheet and dialogue with another student.

Political Satire As A Way To Ridicule Racism

HUMAN RELATIONS CONCEPT:

One of the most effective ways to point out the inequities and prejudices perpetuated against ethnic minorities in the United States is through political satire where the oppressor is ridiculed and the feelings of those who are being oppressed are revealed.

OBJECTIVES:

The student will analyze the literary device of satire as a means for describing how racism is perpetuated in the United States.

The student will develop explanations of words and phrases that refer to stereotypes associated with Latino Americans.

The student will develop explanations of words and phrases that refer to stereotypes associated with Euro-Americans, particularly those associated with business and economic interests in the United States.

GRADE LEVEL:

9 - 12, English, Speech, Social Studies, Art.

TIME:

One class period.

MATERIALS:

Copies of "The Advertisement," newsprint, magic markers, stem questions.

PROCEDURE:

Before processing this activity, the teacher should prepare and give a lecturette on satire. Satire as used in this activity refers to literary works that hold up human vices and follies to ridicule and scorn. More specifically, the human vice and folly that is held up to ridicule in "The Advertisement" is that of racism, stereotypic thinking and the economic exploitation of the Latino American by White business interests in the United States.

As a homework assignment, distribute copies of "The Advertisement" and ask students to read the article for the next class session.

Have students form small groups of 4 or 5. The teacher may want to read "The Advertisement" aloud while the students re-read it silently in their small groups.

On newsprint, have one-half of the groups write down as many references to stereotypes associated with Latinos described in "The Advertisement". Have the other half of the groups write down stereotypes associated with White Americans. Each stereotype listed, if not taken directly from the material, e.g. "A charp, chick-chasing, chili-chomping cholo", should be identified and supported by quotes from the material.

Once the groups have completed their listings, have students respond to the following stem questions in private:

A Latino American reading "The Advertisement" would probably feel ______________________________.

A White American reading "The Advertisement" would probably feel ______________________________.

I feel the major point that the writer of "The Advertisement" is trying to make is ______________.

One thing I agree/disagree with "The Advertisement" is ______________________________.

One thing I don't understand about "The Advertisement" is ______________________________.

If the author of "The Advertisement" were here, I would ask him ______________________________.

Have each group come to the center of the class and form a circle. An empty chair should be placed in the circle so that other members of the class can join the group to ask questions or offer comments. Each group should be assigned one of the stem questions to discuss. Encourage students to refer to "The Advertisement" to support or clarify points they wish to make.

After each group has had a turn to discuss one of the stem questions, ask students to form a large group for class discussion.

Using the stereotypes listed by the students, the teacher can use the following questions for discussion:

What are some of the stereotypes you found and how would you explain their meaning?

What are the major metaphors the author uses to make his point?

How are Latinos described in "the Advertisement?"

How effective do you feel "The Advertisement" is in pointing out how racism operates in America?

Do you believe the author is serious about what he has written? Explain.

Do you believe that there is some basis of truth to what the author has written? Explain.

What is the impression given of White Americans in "The Advertisement?"

How do you feel about what the author has written?

MODIFICATIONS:

Process the activity after students have read CHAVEZ: MAN OF THE MIGRANTS *by J. Pitrone, or* TO SERVE THE DEVIL, *Volume I by Jacobs, Landau and Pell, pp. 223-336.*

In art or journalism classes, have students draw political cartoons that depict what the author describes in "The Advertisement".

REFERENCES:

"The Advertisement" by Steve Gonzales, taken from TO SERVE THE DEVIL, *Volume I, by Jacobs, Landau and Pell, pp. 322-324.*

The above references are available through the Human Relations Department, Madison Public Schools.

THE ADVERTISEMENT*

Steve Gonzales was a graduate student in Anthropology when he published the following satire in a Mexican-American journal, El Grito.

The following advertisement originally appeared in the September 6 issue of The White Liberal's Digest, *and the September 9 issue of* The Southwestern Journal of Cultural Engineering. *It is brought to you as a public service by* El Grito:

American Ethnic Supply Company, a Division of I.B.M. (Intergalactic Business Machines, Inc.), is proud to present the latest model in its popular "Other Minorities" line--the all new Mark IV MEXICAN-AMERICAN!! Superbly crafted and made of only the finest foamium, chromium, and tacomium, the Mark IV has been expertly engineered and computer-programmed to efficiently serve all your Mexican-American needs.

Far ahead of the field with its advanced design, the Mark IV MEXICAN-AMERICAN is the first model to offer you that long-hoped-for engineering breakthrough--Multipox Stereotypification--a literal triumph of American ingenuity and technology! Produced after ten years of intensive Social and Cultural Engineering research by our team of dedicated industrial Anthropologists and Cybernetic Sociologists, the Multipox Stereotypification system allows you by the simple turning of a dial to select the *particular* MEXICAN-AMERICAN you need to suit your particular purpose:

1) a familially faithful and fearfully factional folk-fettered fool
2) a captivating, cactus-crunching, cow-clutching caballero
3) a charp, chick-chasing, chili-chomping cholo
4) a brown-breeding, bean-belching border-bounder
5) a raza-resigned, ritual-racked rude rural relic
6) a peso-poor but proud, priest-pressed primitive
7) a grubby but gracious, grape-grabbing greaser

A second significant design feature of the Mark IV is its Instantaneous Convertibility. With this engineering innovation, you'll never again have to worry about being caught in an embarrassing position with your MEXICAN-AMERICAN; when the need arises for him to disappear, a simple utterance of the verbal command "Civil Rights" will instantaneously covert the MEXICAN-AMERICAN into an inconspicuous muted-brown tea-tray, complete with service for six.

The all-new Mark IV is truly revolutionary in terms of safety design--it is the first 100 percent guaranteed safe MEXICAN-AMERICAN!! If at any time the Mark IV should begin behaving in a contrary, threatening, or subversive manner, a clear enunciation of the verbal command "Traditional Culture" will immediately initiate the self-destruct mechanism, culminating in the Mark IV committing full hari-kari with the blunt end of an original 1914 Edition of William Madsen's *The Mexican-Americans of South Texas.* In the event of this, of course, you will be immediately furnished another MEXICAN-AMERICAN at no cost to you by the American Ethnic Supply Company.

For complete specifications and a full description of the many quality features of the Mark IV, send for our free illustrated brochure, or better yet, visit your local dealer and try out a MEXICAN-AMERICAN for yourself. Upon purchase of the Mark IV, the American Ethnic Supply Company will furnish, at no extra cost to you, your MEXICAN-AMERICAN'S lifetime supply of American Grease Pellets--the very latest in easy insertion. And remember, when it comes to the MEXICAN-AMERICAN--"Only Your Supplier Knows For Sure!"

*Steven Gonzales, "The Advertisement," *El Grito, A Journal of Contemporary Mexican-American Thought* (Berkeley: Fall, 1967).

Carolyn Cliver
and
Nancy Benson

Is It Always Right To Be Right??

HUMAN RELATIONS CONCEPT:

Through dialogue, in which people genuinely share their thoughts and feelings, it is possible to reach agreements and compromises that will serve the best interests of all.

OBJECTIVES:

The student will read and discuss a situation involving a conflict of opinion in order to prepare to negotiate a settlement of the conflict.

The student will act as a representative to a negotiation session called to reach a compromise between two opposing positions.

The student will view and discuss the film, "Is It Always Right To Be Right", in order to facilitate the negotiation of a compromise.

GRADE LEVEL:

9 - 12, Social Studies, United States History.

TIME:

Two (2) class periods.

MATERIALS:

"Governor William D. Stephens' Message to the American Secretary of State, 1920" and "A Farmer's View of the Question" both from TO SERVE THE DEVIL, Volume II, newsprint, magic markers and stem questions.

(Teacher may want to substitute situation to be negotiated, using subject matter students are currently studying).

PROCEDURE:

Divide class in half, giving one handout to one group and the other handout to the second group. Ask students to discuss the content of the two articles, noting the major points made in each.

Have students write major points made in the handouts on newsprint and any supporting evidence that is or is not contained in the articles.

Have students view film, "Is It Always Right To Be Right?"

Ask each group to appoint two representatives to serve as negotiators to reach an agreement that is satisfactory to both sides.

Have negotiators come to front of the room to begin discussing the formulation of a compromise. The teacher should act as a mediator of the negotiation succession. Instruct the representatives that they will be allowed to caucus twice with the other members of their group to receive instructions and approval of any agreements reached during the negotiating sessions.

Begin dialogue. Any agreements reached should be written down on newsprint and shared with the rest of the class. Should no agreement be reached, the teacher may want to do one of the following:

A. Show film again and have students respond to the stem questions:

When I feel threatened, I ______________________.

I will not change my position because __________.

I will change my position because ______________.

I feel you are wrong and I am right about ______.

I feel you are right and I am wrong about ______.

B. Form dyads across groups and have students share responses.

C. Ask if there is a consensus to resume the negotiations. If there is a consensus to resume, have representatives return to negotiating table. Lay the ground rule that only new information and new agreements will be allowed to be presented.

D. Should an agreement be reached, students in each group should be asked to ratify it by a show of hands.

E. If a consensus is not reached to resume negotiations, teacher should lead class discussion. Discussion questions could include:

Can you agree with any of the points raised by the other group?

What reasons do you give for not being able to agree with the other group?

What is your personal opinion regarding how to resolve the conflict?

Do you find it hard to say, "I may be wrong?"

FOLLOW-UP/MODIFICATION:

Have students prepare a brief written statement giving their opinion of how to resolve conflict. Share these with the class.

Use exercise to discuss and perhaps resolve issues of importance within the school and have students present ideas to student council or government.

Pass out copies of film script to aid in discussion.

RESOURCES:

TO SERVE THE DEVIL, Volume II, Paul Jacobs, Saul Landau and Eve Pell, Vintage Press, 1971. pp. 228-233.

"Is It Always Right To Be Right?", Stephen Bosustow Productions, 1970.

The above resources are available through the Human Relations Department, Madison Public Schools.

GOVERNOR STEPHENS' MESSAGE
TO THE
AMERICAN SECRETARY OF STATE, 1920*

In 1920, the Oriental "problem" was still very much alive; the press was agitating about it, continuously, and great pressures were exerted upon all government agencies to restrict Asian immigration. But, by then, the Chinese had been replaced by the Japanese as the greatest menace to American civilization. Here are sections from a report from Governor W. D. Stephens of California analyzing the situation for the United States Secretary of State.

(This official report ranks alongside of Reports of the Immigration Commission (1910) and the Hearings before the Committee on Immigration and Naturalization, House of Representatives (1920), as the outstanding official reports in recent times. Mr. Kiichi Kanzaki, General Secretary of Japanese Association of America, comments: "As to the spirit of the letter, all of us who have had an opportunity of reading it agree that it was written with the utmost cordiality and frankness and without enmity toward the people of Japan or the Japanese in California. Unfortunately, Governor Stephens was led to draw his conclusions from data which were, in many instances, inaccurate and were presented by unscientific methods. It is a serious duty of the leaders of both peoples to consider the problem dispassionately, basing their conclusions on authentic facts and seeking a solution for the best interest of all." --From California and the Japanese, *published by the Japanese Association of America, 44 Bush Street, San Francisco, April, 1921.)*

STATE OF CALIFORNIA

Governor's Office

Sacramento, June 19, 1920

Honorable Bainbridge Colby
SECRETARY OF STATE
Washington, D.C.

Sir:

These Japanese, by very reason of their use of economic standards impossible to our white ideals -- that is to say, the employment of their wives and their very children in the arduous toil of the soil -- are proving crushing competitors to our white rural populations. The fecundity of the Japanese race far exceeds that of any other people that we have in our midst. They send their children for short periods of time to our white schools, and in many of the country schools of our state the spectacle is presented of having a few white children acquiring their education in classrooms crowded with Japanese. The deep-seated and often ourspoken resentment of our white mothers at this situation can only be appreciated by those people who have struggled with similar problems.

It is with great pride that I am able to state that the people of California have borne this situation and seen its developing menace with a patience and self-restraint beyond all praise. California is proud to proclaim to the nation that despite this social situation her people have been guilty of no excesses and no indignities upon the Japanese within our borders. No outrage, no violence, no insult, and no ignominy have been offered to the Japanese people within California.

California harbors no animosity against the Japanese people or their nation. California, however, does not wish the Japanese people to settle within her borders and to develop a Japanese population within her midst. California views with alarm the rapid growth of these people within the last decade in population as well as in land control, and foresees in the not distant future the gravest menace of serious conflict if this development is not immediately and effectively checked. Without disparaging these people of just sensibilities, we cannot look for intermarriage or that social interrelationship which must exist between the citizenry of a contented community.

It may be an exquisite refinement, but we cannot feel contented at our children imbibing their first rudiments of education from the lips of the public school teacher in classrooms crowded with other children of a different race. They do not and will not associate in that relationship prevalent elsewhere in the public schools of this country. We recognize that this attitude is too deep-seated to remove. And we recognize that with this attitude goes the necessity of Japanese isolation and that inevitable feeling which socially a proscribed race always develops.

The Japanese, be it said to their credit, are not of servile or docile stock. Proud of their traditions and history, exultant as they justly are at the extraordinary career of their country, they brook no suggestion of any dominant or superior race. Virile, progressive, and aggressive, they have all the race consciousness which is inseparable from race quality. And it is just because they possess these attributes in such marked degree and feel more keenly the social and race barriers which our people instinctively raise against them that they are driven to that race isolation and, I fear ultimately will reach that race resentment, which portends danger to the peace of our state in the future.

I trust that I have clearly presented the California point of view, and that in any correspondence or negotiations with Japan which may ensue as the result of the accompanying report, or any action which the people of the state of California may take thereon, you will understand that it is based entirely on the principle of race self-preservation and the ethnological impossibility of successfully assimilating this constantly increasing flow of Oriental blood.

I have the honor to remain,

Yours very respectfully,

Wm. D. Stephens
Governor of California

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*E. G. Mears, *Resident Orientals on the American Pacific Coast: Their Legal and Economic Status*, Chicago: University of Chicago Press, 1928.

A FARMER'S VIEW
OF THE
QUESTION*

The Japanese-American farmers in California were among the people affected more seriously by the anti-Oriental pressure on the West Coast. In this document, George Shima, President of the Japanese Association of America in Stockton, California, states the position of his organization. The year was 1920.

I am a farmer, who has devoted his life to the development of the delta district of the Sacramento Valley, and know little of politics, diplomacy, or international questions. But it seems to me that part of wisdom and common sense to look upon the treatment of the local Japanese as a purely local matter, which should be considered quite independently of Japanese policy in the Far East.

We live here. We have cast our lot with California. We are drifting farther and farther away from the traditions and ideas of our native country. Our sons and daughters do not know them all. They do not care to know them. They regard America as their home.

We have little that binds us to Japan. Our interest is here, and our fortune is irrevocably wedded to the state in which we have been privileged to toil and make a modest contribution to the development of its resources. What is more important, we have unconsciously adapted ourselves to the ideals and manners and customs of our adopted country, and we no longer entertain the slightest desire to return to our native country.

The devotion of local Japanese to California is evidenced in their conduct during the war. To the third Liberty Loan, for instance, the Japanese in this state contributed $761,000, and to the fourth Liberty Loan $1,200,000. A very large percentage of the Japanese in California have joined the American Red Cross. In Contra Costa County, I am told, there is almost no Japanese family which has not joined the Red Cross.

It seems to me wrong and unjust to propose various measures, calculated to oppress and inflict hardship upon the local Japanese, for the purpose of checking Japanese immigration.

I don't like the man who puts the cart before the horse. If the present immigration arrangement with Japan is not satisfactory, there is the right way to find a remedy, and the right way is not to abuse and oppress the local Japanese, who are neither responsible for nor in a position to control Japanese immigration.

To a practical farmer, who has all his life been guided by horse sense and little else, it would seem that there should be and is a way to adjust the Japanese question without stirring up bad blood everywhere by unnecessary agitation. The Japanese in California have not lost their heads. They are calm and quiet, and are willing to listen to any reasonable proposition for readjustment. That is why I say this agitation is unnecessary.

Just recently the board of directors of the Japanese Association, of which I have the honor to be the president, has adopted a resolution urging the abolition of "picture marriage." On December 17, the Japanese government announced that on and after February 25, 1920, it will stop issuing passports to "picture brides." All this shows that the Japanese are always conciliatory and solicitous for friendly relations with America and in particular the people of California.

The constant exploitation of the Japanese question makes it well-nigh impossible for self-respecting Japanese to live in California. The result, I fear, is that eventually only the undesirable class of Japanese, who care not a straw for self-respect or dignity, will remain here. Certainly this can not be the condition which California wishes to establish. Both wisdom and justice demand that such a condition should not be permitted to prevail.

We are living in an extraordinary age. It may be that we are standing upon the threshold of a new era. Whether we like the League of Nations or not, we must admit that the world is entering upon a new age, in which the idea of just and fair play is going to be the dominant note in human dealings. If we do not strive and contribute a widow's mite to the realization of such an age, all the bloodshed and all the sacrifices of the late war have been in vain.

This is a practical view of a practical farmer.

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*E. G. Mears, *Resident Orientals on the American Pacific Coast: Their Legal and Economic Status*. Chicago: University of Chicago Press, 1928.

IS IT ALWAYS RIGHT TO BE RIGHT?

There once was a land where men were always right. They knew it and they were proud of it. It was a land where a man was proud to say, "I am right and you are wrong," for those were words of conviction, of strength and of courage. No one was ever heard to say, "I may be wrong or you may be right," for those were words of weakness, uncertainty and cowardice. When differences arose between the people of this land. . .they looked not for truth but for confirmation of what they already believed. When differences arose between the old and the young, the old would say. . .

We have worked hard to build this great and prosperous land. We have built marvelous machines that take us wherever we want to go. That do our work for us. That even think. We have gone farther, faster, deeper and higher than anyone in history. We live better than anyone in the world. We expect those who inherit this good land to build on the heritage we have given them.

THESE OLDER PEOPLE WERE RIGHT, AND THEY KNEW IT AND WERE PROUD OF IT.

But the younger people of that land would respond,

We see around us a land that has been befouled and exploited. People starve where food is plentiful. Laws and practices prevent some from having an equal chance to develop and to influence. Noble and moral words are matched by selfish and sordid deeds. Leaders urge us to fight wars to preserve peace-and the fighting does not end. The whole scene is phony and polluted and inhuman and out of control. We want no part of the money-mad Establishment.

THESE YOUNGER PEOPLE WERE RIGHT, AND THEY KNEW IT AND THEY WERE PROUD OF IT.

And a gap appeared between the generations. When differences arose between men of different colors, those of one color would say,

We are working steadily to build a land of justice and equality for all our citizens. We have made considerable progress-but social progress does not come swiftly. Those whom we seek to help and lift can only hurt their own cause when they push and intrude and pressure us. Let them show some patience-and let them use more fully the opportunities we have already provided. Then we will feel like doing even more for them.

THESE PEOPLE OF THE MAJORITY WERE RIGHT, AND THEY KNEW IT AND THEY WERE PROUD OF IT.

But those of another color would reply,

We have been pushed around too long and we are angry. We have been confined to a ghetto. Our children's education has been stunted in second rate schools. We have seen jobs go to less qualified while our people are rejected or shunted into menial tasks. We see a thousand subtle signs that brand us and our children as second class citizens in this land. We will tolerate lofty promises and meagre deeds no longer.

THESE PEOPLE FROM THE MINORITY WERE RIGHT, AND THEY KNEW IT AND WERE PROUD OF IT.

And the gap between the races grew.

And so it went in this land. . .Group after group defined the right and took their stand and upheld their position against those who opposed them. It happened between those who taught in schools and those who provided the funds. It happened to those who gave priority to a strong defense and those who gave priorities to better cities. It happened to those who pleaded for peace at any price and those who argued for national honor at any cost.

EVERYONE WAS RIGHT, AND THEY KNEW IT AND WERE PROUD OF IT.

. . .and the gap grew wider, until the day came when all activity stopped. Each group stood in its solitary rightness, glaring with proud eyes at those too blind to see their truth. Determined to maintain their position at all costs (for this is the responsibility of being right). No one travelled across the giant gap.

No one talked to those on the other side. No one listened. The quality of life declined and became grim. Then, one day, a strange new sound was heard in the land. Someone said,

I may be wrong.

At first, the people were shocked that anyone could be so weak and so confused. Then another voice said,

You may be right.

The people burst into laughter to hear anyone so indecisive and soft. But the voice persisted and some began to listen. They began to listen to opposing and even "wrong" views. As they listened, they discovered common beliefs they had not known before. They even began to see signs of humanity and noble purpose in those whom they once only knew as adversaries. Here and there, men expressed their common desires in deeds and bright examples of joint action were seen in the land. With each new effort, men's faith in one another grew. . .and their faith in the future. . .and their ability to shape their own destiny. They stated these beliefs in a Declaration of Interdependence.

All men are created equal-but each developed in a unique way. All men are endowed with certain inalienable rights-but each must assume certain inevitable responsibilities. For the happiness of all depends on the committment of each to support equality and differences, rights and responsibilities.

In this land, men had learned that the search for truth is never over, that the challenge is always the same. . .to stop fighting long enough to listen . . .to learn. . .to try new approaches. . .to seek and test new relationships. . .and to keep at a task that never ends.

*Copyright 1970 by Warren H. Schmidt

Carolyn Cliver
and
Nancy Benson

VIOLENCE IN SOCIETY

HUMAN RELATIONS CONCEPT:

The concept of violence should be explored so that students can better understand its causes and functions in relationships between individuals and groups within American society.

OBJECTIVES:

Students will write a definition of violence.

Students will discuss their feelings about situations in which violence occurs.

Students will be able to make distinctions between acts of violence and acts of self-defense.

GRADE LEVEL:

9 - 12, English, Social Studies, Speech.

TIME:

Variable, depending on material used--at lease 1 1/2 class periods.

MATERIALS:

Mimeograph excerpts from "Hate is Always Tragic" by Martin Luther King, "Negroes With Guns," by Robert Williams, questionnaire, stem questions, newsprint and magic markers.

PROCEDURE:

Ask all students to watch a television show in which acts of violence can be expected to occur. This would include most police and detective stories as well as some others. Give the students a questionnaire to complete regarding the program (see questionnaire at end of activity).

In the next class period, have students break into groups of 4 or 5 to discuss their responses to the questionnaire.

Once responses have been discussed, have students privately respond to stem questions:

Violence is ______________________________.

Violence can be necessary when __________.

Violence can be unnecessary when ________.

I would use violence when _______________.

After students have completed the stem questions, responses should be discussed and a consensus definition reached as to what violence is. Each groups' definition should be written on newsprint and shared with the total class.

As a homework assignment, have students read the excerpts from "Hate is Always Tragic" and "Negroes With Guns". Allow 10-15 minutes at the next class period for students who may not have read the excerpts to do so. The teacher may want to read them aloud while students read them silently.

Have students break into groups of 4 or 5 to respond to the following stem questions in private:

I agree with _____________ comments regarding violence because ____________________________.

The idea of Black Power makes me feel _______.

The difference between whites with guns and blacks with guns is ________________________.

Self-defense is _____________________________.

I would use self-defense when _______________.

(Teacher should note that the concept of Black Power as used by Stokeley Carmicheal did not denote the use of violence, but rather with the need to establish a cohesive Black community that would work together in order to secure the rights to economic, social and political self-determination guaranteed each person in the U. S. Constitution. For more background information, consult BLACK POWER: THE POLITICS OF LIBERATION IN AMERICA by Charles Hamilton and Stokeley Carmichael).

Discuss responses in small groups. Ask students to appoint representative to report to larger group what was discussed.

In large group, steer discussion so that the concepts of self-defense and violence are explored. Discussion questions can include the following:

What are some alternatives to violence?

What might be some reasons people use to justify violence against others?

Is it violence when you are trying to protect your interests, e.g. Robert Williams?

Is there a difference between being able to understand violence and accepting violence?

If there is a difference, explain your interpretation of it.

FOLLOW-UP:

English Classes: Have students read LORD OF THE FLIES or THE OX BOW INCIDENT and process the discussion of the two books in the same way as described in this exercise, making necessary modifications in stem questions where required.

REFERENCES:

Malcolm X Speaks, Grove Press, 1967.

Negroes With Guns, Robert Williams.

"Let Them Go", 16 mm film available through Human Relations Department, Madison Public Schools.

QUESTIONNAIRE

TITLE OF PROGRAM ________________________________

KIND OF PROGRAM ________________________________
(police, detective, movie, comedy, documentary, etc.)

DESCRIBE THE PART OF THE PROGRAM YOU LIKED BEST ______________

DESCRIBE THE PART OF THE PROGRAM YOU LIKED LEAST ______________

IN MY OPINION THE PROGRAM CONTAINED VIOLENCE - YES ______ NO ______

IF "YES", DESCRIBE THE PART OF THE PROGRAM YOU FELT WAS VIOLENT ______

IN MY OPINION THE PROGRAM WAS ENTERTAINING - YES ______ NO ______

HATE IS ALWAYS TRAGIC

Those who adhere to the method of nonviolent direct action recognize that legislation and court orders tend only to declare rights; they can never thoroughly deliver them. Only when the people themselves begin to act are rights on paper given lifeblood. The method of non-violent resistance is effective in that it has a way of disarming the opponent; it exposes his moral defenses, it weakens his morale and, at the same time, it works on his conscience.

Nonviolent resistance also provides a creative force through which men can channelize their discontent. It does not require that they abandon their discontent. This discontent is sound and healthy. Nonviolence saves it from degenerating into morbid bitterness and hatred. Hate is always tragic. It is as injurious to the hater as it is to the hated. It distorts the personality and scars the soul. Psychiatrists are telling us now that many of the inner conflicts and strange things that happen in the subconscious are rooted in hate. So they are now saying, "Love or perish." This is the beauty of nonviolence. It says you can struggle without hating; you can fight war without violence.

As a race, we must work passionately and unrelentingly for firstclass citizenship, but we must never use secondclass methods to gain it. If this happens, unborn generations will be the recipients of a long and desolate night of bitterness, and chief legacy to the future will be an endless reign of meaningless chaos.

We have come to the day when a piece of freedom is not enough for us as human beings nor for the nation of which we are part. We have been given pieces, but unlike bread, a slice of which does diminish hunger, a piece of liberty no longer suffices. Freedom is like life. You cannot be given life in installments. You cannot be given breath but not body, nor a heart but no blood vessels. Freedom is one thing--you have it all, or you are not free.

Our destiny is bound up with the destiny of America--we built it for two centuries without wages, we made cotton king, we built our homes and homes for our masters, suffered injustice and humiliation, but out of a bottomless vitality continued to live and grow. If the inexpressible cruelties of slavery could not extinguish our existence, the opposition we now face will surely fail. We feel that we are the conscience of America--we are its troubled soul.

Martin Luther King, Jr.
Excerpt from an address to
the National Press Club,
Washington, D. C., July,
1962.

REBELLION IS DEDICATED

To fight with our words and our blood when necessary for the human rights of disposessed Black people.

To expose the United States as a criminal country, born in crime with the genocide of the American Indian, reared in crime with the murder of one hundred million Black people taken from Africa during the slave trade, and thriving on the crimes of rape, murder, racist oppression and thievery against the American Black man, the Vietnamese, the African and the majority of the world's colored people.

To expose the white man's imperialist system, built on the sweat, blood, and lives of the Black slaves, and continuing to grow richer and greedier with the rape and plunder of our colored brothers and their lands. The rich white ruling class gets fat and the colored people around the world starve to death.

To show that the "legal" right of the Black people to live where they want, work where they choose is a bad joke. Exploitation keeps them trapped in ghettoes, in less desirable jobs, and preyed upon by slumlords, thieving merchants and deceitful employers, all who keep them poverty striken.

To fight for a new way of life where Black people control their communities, including the factories, the police, the courts, and the entire government at every level.

To show that the only way that the American Black man and our colored brothers around the world are going to get the white man off our backs, is to unite to destroy his system which exploits and oppresses us all . . .

Excerpt by Malcolm X

NEGROES WITH GUNS

Why do I speak to you from exile?

Because a Negro community in the South took up guns in self-defense against racist violence--and used them. I am held responsible for these actions, that for the first time in history American Negroes have armed themselves as a group to defend their homes, their wives, their children, in a situation where law and order had broken down, where authorities could not, or rather would not, enforce their duty to protect Americans from a lawless mob. I accept this responsibility and am proud of it.

I have asserted the right of Negroes to meet the violence of the Ku Klux Klan by armed self-defense and have acted on it. It has always been an accepted right of Americans, as the history of our Western states proves, that where the law is unable, or unwilling, to enforce order, the citizens can and must, act in self-defense against lawless violence. I believe this right holds for black Americans as well as whites.

Prologue from NEGROES WITH GUNS
by Robert Williams.

RESOURCE:

Idea taken from *Human Relations Education: A Guide to Learning Activities*, *project of Western New York.*

WHO CARES

> "You are born into a world that
> has given color meaning and color
> becomes the single most determining
> factor of your existence. Color
> determines where you live, how you
> live, and under certain circumstances,
> if you will live. Color determines
> your friends, your education, your
> mother's and father's jobs, where
> you play, what you play, and more
> importantly, what you think of
> yourself."
>
> H. Rap Brown

HUMAN RELATIONS CONCEPT:

For most Americans, the color of a man or woman's skin, rather than the content of their character, is the yardstick used to measure their worth as a human being. Until this concept is challenged and changed, intergroup relations within the United States will continue to be characterized by mistrust, greed and hatred.

OBJECTIVES:

The student will predict the consequences and effects of a situation on others.

The student will explore the concepts of thought and action as they relate to the treatment of ethnic minorities.

The student will explore thoughts and feelings related to the myth of the American melting pot.

GRADE LEVEL:

9 - 12, English, Social Studies, History.

TIME:

One class period.

MATERIALS:

Copies of "Being Visible Is Viet Refugees Crime", newsprint, magic markers, stem questions.

PROCEDURE:

Distribute copies of "Being Visible Is Viet Refugees Crime". Ask students to read it as a homework assignment.

In class, read the article aloud while students read it silently. Encourage students to ask questions concerning any concepts or phrases they may not understand. The teacher may want to use some of the discussion questions at the end of the activity to better process an understanding of the article before proceeding to the next part of the activity.

Have students form small groups of 4 or 5. Distribute stem questions. All groups should respond to the first two stem questions. A third stem question from those remaining on the list below should be selected by each group. Ask students to respond to the three stem questions in private:

I think the major point being made in the article is ____.

One thing I don't understand about what is being said in the article is ________________________.

(These should be selected by students):

When people talk about setting up a Gook Klux Klan, I think they mean ______________________________.

I think one reason some people wanted to keep the war in Vietnam invisible is ___________________.

One similarity between what happened to the American Indian and what happened to the Vietnamese is ____.

To say that a group of people "all look alike" means ____.

The fact that the Vietnamese are not white means_.

I think that the Vietnamese refugees will/won't be able to get jobs because ___________________.

Have students share their responses to the stem question they selected. Each group should appoint a recorder to write all of the responses on newsprint.

Have each group post their responses written on the newsprint so the entire class may see it.

Have each group come to the center of the room and share their responses to the stem question they selected to complete. An empty chair should be included in the circle for anyone who wishes to join the group to make comments or ask questions.

After responses have been shared, ask the class to come together for discussion. Discussion questions can include:

> Read the quote from H. Rap Brown. How true do you think this statement is for you, as a person?
>
> When someone speaks of the melting pot, what do they mean?
>
> How can we apply the meaning of the melting pot to the refugees from Vietnam?
>
> Do you feel that the Vietnamese will suffer discrimination and prejudice? Explain.
>
> Do you think these refugees would be treated differently if they were from countries like England or Germany? Explain.
>
> Why has the author stated that being visible is the Vietnamese crime?
>
> How would you describe the "crime" the Vietnamese have committed?
>
> Have others in America committed the same crime? Explain.
>
> What would you say to the high school students in Niceville, Florida about their plans for a Gook Klux Klan?

FOLLOW-UP:

Have students write letters to the high school in Niceville, Florida in which they share and elaborate on the issues discussed in class.

MODIFICATION:

Have students, acting as officers of the United State Immigration Bureau, draft a policy statement regarding how the Vietnamese refugees are to be received in this country with respect to the following items:

employment and job opportunities
education
as an ethnic minority group
securing housing

RESOURCES:

DIE, NIGGER DIE, H. Rap Brown, Dial Press, Inc., New York, 1969.

"Being Visible is Viet Refugees' Crime, Gary Wills, Madison Capital Times, May 17, 1975.

BEING VISIBLE
IS
VIET REFUGEES' CRIME

by

Gary Wills

WASHINGTON - In the appropriate town of Niceville, Florida, high school students were thinking of setting up a Gook Klux Klan. A nice Niceville realtor figured the Communists were comming: "How do you know we're not getting the bad guys?" They all look alike.

It surprised some Americans to find out that most Americans don't give a damn about Vietnamese. Why the surprise? Would we have been bombing them, napalming, using anti-personnel bombs in city streets, if we cared about them?

Of course, the official explanation was that we had to bomb the bad guys (Communists) because we cared about the good guys. But General Westmoreland made no such distinction when he said that "Orientals" do not set a high evaluation on life. The South Vietnamese are just as "Oriental" as the Northerners.

VIETNAM was an invisible war. Most Americans did not know where the country was or who inhabited it. They could not point it out on a map.

We were there on the vague assurance that Communists wanted to make gains there, and that we could inexpensively prevent this. As the expense grew, so did the irritation with the place. But the war was kept alive by resentment against the domestic critics who said that our war was wrong, unwinnable, and a disgrace.

Go up to a man hitting himself on the head, and say that he is stupid--just to prove that he is not stupid, he will go on doing it; as if he had some secret knowledge of the ultimate benefits to be derived from hitting himself on the head. He would put a grave expression on and show those Nervous Nellies that he was in charge.

What have the Vietnamese people to do with this kind of process? They got killed, of course--but only as surrogates in our civil war of words between hawks and doves. We didn't actually want to see the people we were "helping".

TV was resented because it showed us some of those people being helped. It was considered an unpatriotic act to photograph this "patriotic" war. Those civilians who went there voluntarily, or who studied the country's history, or made friends with real Vietnamese, normally came away critics of the wary. But they were told to shut up. They were hurting the cause.

It was assumed that Ramsey Clark had concern for the North Vietnamese only out of hatred for the South Vietnamese. He was prolonging the agony. Now we know who did not care about the "gooks"--all those nice anti-Communists of Niceville.

YET THE ATTEMPT has been made to bind the opponents of the war to the disasters of the war! Sociologist David Riesman actually has the nerve to say this: "The educated of the antiwar movement, especially the young, always had an extraordinary callousness toward the South Vietnamese."

I think of Fred Branfman, himself married to a South Vietnamese, who has carried on a lonely struggle to prevent the ravaging of that country for years. Is he callous? Does Frances FitzGerald not care about the country she studied so long? Who protested against the tiger cages, which were filled with South Vietnamese?

Joseph Kraft, too, says no one wanted the war, but that the anti-war movement forced us to go along with it. As if presidents did not secretly bomb, and offer supplies, and invent atrocities (remember Tonkin Gulf?).

WHY, Nixon wanted to bomb again in 1973, and felt frustrated because he was unable to. If our rulers had kept the cameras and critics away, we would have bombed the place right out of existence, working on our program toward American Indians, that the only good "gook" is a dead "gook."

Support for the war activities was solicited by creating animosity toward the demonstrators, but that was support for a secret and ongoing war. The crime of the critics was to make the invisible war visible. And the crime of those poor refugees ariving on our shores is that they, too, are visible. They have very bad manners--they expect us to notice them, to see them; and this country has spent a decade trying not to do that.

Copyright, Universal Press Syndicate
Madison Capital Times, May 17, 1975

Gloria Grant

The Mural

HUMAN RELATIONS CONCEPT:

Art has been said to reflect the artists' perceptions of reality. Even though ethnic minority groups have been instrumental in the development of American society, they are often excluded from visual art forms, especially those created by whites. When persons from ethnic minority groups are found in art, they are often depicted in negative, stereotypic ways that are offensive to those they are intended to represent. Thus, it is not enough to be aware of omissions and stereotypes of ethnic minorities. Each of us should act in a way to correct them.

OBJECTIVES:

The student will state perceptions of the problem(s) within a story.

The student will state the basis for the black students' objections.

The student will state examples of racism as they exist within the situation described.

The student will formulate at least three alternatives the school administration has and present a rationale for each alternative.

The student will state the alternative she/he would choose and present a rationale in support of that decision.

GRADE LEVEL:

9 - 12, Art, Interpersonal Relations.

TIME:

One class period.

MATERIALS:

Sheets with instructions, copies of the story with stem questions included, newsprint and magic markers.

PROCEDURE:

Distribute copies of the story. Have students read it silently while the teacher reads it aloud.

Once the story has been read, have students form small groups of 4 or 5.

STORY

The mural has hung for years in the foyer of Valley View School. The painting was there long before the school became desegregated. It depicts persons belonging to several ethnic groups engaged in various kinds of work. Blacks are shown working in a cotton field.

This morning, Superintendent Goodfellow received a call from Harold James, the high school principal, informing the superintendent that he has been visited by a delegation of black students demanding that the mural be removed on the grounds that it is offensive to blacks. The principal and the superintendent are both aware that the white community regard the painting as a tradition and a work of art.

Have students respond to the stem questions in private in their small groups:

As an outside observer, my perception of the problem in this situation is ________________.

The black students are objecting to the mural because ____________________________________.

One reason for their objection is ____________.

Another reason for their objection is ________.

In my opinion, the mural is/is not racist because ____________________________________.

One way of responding to the concerns of the black students is ___________________________.

If I were Harold James, the principal, I would ____.

Have students share their responses to the stem questions.

Distribute newsprint and magic markers. Have each group record the responses of their members to stem questions 6 and 7.

Have groups come to a consensus on three of the responses listed for questions 6 and 7. These should be identified in some way on the newsprint. A rationale for each alternative should be prepared by the students. These can either be written or discussed orally with the major points agreed upon by the group as each will report their decisions to the rest of the class.

Fishbowl the decisions reached by each group (see appendix for an explanation of the fishbowl technique).

MODIFICATION:

Have each group select a person to act as a representative to a negotiating team. The negotiating team will form a circle in the center of the room and begin to reach a consensus on a solution to the situation described in the story. A vacant chair should be placed in the circle for questions and comments from group members.

1. *Each group is allowed two 5-minute caucus periods in which to confer with their representative regarding the decisions to be reached.*
2. *Conclude the activity with the negotiating team completing a Member Perception of Group Norm Sheet and discuss:*

MEMBER PERCEPTION OF GROUP NORMS
(In Relation to Self and Others)

Expressing Feelings and Ideas Freely

I view myself:

Low	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*High*

I view other group members collectively:

Satisfaction With Participation

I view myself:

Low	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*High*

I view other group members collectively:

Taking Responsibility for Decision-Making

I view myself:

Low	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*High*

I view other group members collectively:

Commitment To Decision

I view myself:

Low	1	2	3	4	5	6	7	8	9	10	High

I view group members collectively:

Frustration With Process

I view myself:

Low	1	2	3	4	5	6	7	8	9	10	High

I view group members collectively:

Evaluating Quality of Decision

I view myself:

Low	1	2	3	4	5	6	7	8	9	10	High

I view group members collectively:

Suggested norms for study include: Expressing Feelings and Ideas Freely, and Satisfaction With Participation.

RESOURCES:

THE TEACHER/ADVISOR SYSTEM by Hubel, Tillquist, Riedel and Myrbach; Kendall/Hunt Publishing Company, Dubuque, Iowa. "The Mural", pp. 74-75. 1974.

Member Perception of Group Norms, unpublished notes by Max R. Goodson, Professor, Educational Policies Studies Department, University of Wisconsin-Madison, Madison, Wisconsin, 1973.

Carolyn Cliver
and
Gloria Grant

WELL,

MY OPINION IS. . .

HUMAN RELATIONS CONCEPT:

It is important to listen to and develop a respect for the ideas and opinion of others.

OBJECTIVE:

The student will discuss his/her opinions regarding a variety of topics.

The student will listen as others discuss their opinions regarding a variety of topics.

The student will openly agree or disagree with the opinions of others regarding a variety of topics.

GRADE LEVEL:

11 - 12, Social Studies, Interpersonal Communication, Creative Writing (see MODIFICATION).

TIME:

One class period or less at the teacher's discretion.

PROCEDURE:

Have students form small groups of 4 or 5.

Distribute the questionnaire and ask students to complete it in private. All or parts of the questionnaire may be used at the teacher's discretion.

To be middle-class is ______________________________.

To be patriotic means ______________________________.

When my parents come to school ______________________.

Democracy means ___________________________________.

To be conservative means ___________________________.

Teachers' pets are ______________________.

Being polite is ______________________.

Disagreeing with someone is ______________________.

To be white is ______________________.

To be non-white is ______________________.

Superiority is ______________________.

To be poor is ______________________.

Peace is ______________________.

People who receive welfare ______________________.

A militant is ______________________.

A radical is ______________________.

To be sensitive is ______________________.

People who drop-out of school ______________________.

Have students discuss their responses to the questionnaire.

FOLLOW-UP:

Have a large group discussion. The following questions may be used as a guide:

Were opinions expressed that you could not agree with?

Did you express opinions that others disagreed with?

What were your responses when someone disagreed with you?

What value is there in listening to the opinions of others?

What kind of a society would we live in if everyone agreed with your opinions?

MODIFICATION:

Instead of completing the entire questionnaire, ask students to select five that are the most important for them and share their responses.

Ask students to write compositions that describe their idea of a utopian society based on their responses to the questionnaire.

To analyze and evaluate how sex role expectations lead to stereotypes associated with men and women and the perpetuation of sexism through educational institutions.

Carolyn Cliver

What Are Little People Made Of?

HUMAN RELATIONS CONCEPT:

The Myth Of: What are little girls made of?
Little girls are made of
Sugar and spice and everything nice
That's what girls are made of.

What are little boys made of?
Little boys are made of
Snakes and snails and puppy dog tails
That's what little boys are made of.

The Fact Of: What are little girls made of, made of?
What are little girls made of?
Love and care
And skin and hair
That's what little girls are made of.

What are little boys made of, made of?
What are little boys made of?
Love and care
And skin and hair
That's what little boys are made of.*

OBJECTIVES:

The student will share thoughts and feelings in regard to their being a male or a female.

The student will discuss discrepancies and contradictions regarding sex role expectations.

GRADE LEVEL:

4 - 8

MATERIALS:

Stem questions.

PROCEDURE:

Have students complete the following stem questions in private:

If I were a boy/girl (circle one), I ________.

If my mother had another baby, I would want it to be a boy/girl (circle one), because ______.

I would rather have a man/woman (circle one) for my teacher, because ____________________.

When girls grow up, they can be ____________.

When boys grow up, they can be _____________.

One good thing about being a boy/girl (circle one) is ________________________________.

One disadvantage of being a boy/girl (circle one) is ________________________________.

If I had a choice, I would be a boy/girl (circle one) because ______________________.

Have half of the students form an inner circle and share their responses to the first four questions. Have the remainder of the class form a circle around the other half of the class. An empty chair should be placed in the center for questions and comments from students in the outer circle.

Once responses to the first four questions have been made, have students in the outer circle come to the center and share their responses to the remaining four questions.

Throughout the discussion, the teacher should take note of the following:

Did any boys say they wanted to be girls?
Did any girls say they wanted to be boys?
If there were, what were the responses from the rest of the class?
Did any students indicate that they feel restricted or that they can or cannot perform certain activities because they are male or female?
What do they perceive to be the assets and liabilities of each sex?

FOLLOW-UP:

A. Over a period of time (perhaps several days), have female students keep two lists, one headed "ways I have benefited by being a female" and the other one headed "ways in which I have been victimized by being a female". The boys will do the same for themselves.

Have students form small groups of 6 and discuss their lists. Where possible, try to insure a mixture of 3 boys and 3 girls.

B. Have students write compositions on one of the topics below:

The Best Things About Girls
The Worst Things About Girls
The Best Things About Boys
The Worst Things About Boys

C. Have students discuss the following topic:

Things I Would Change to Improve Male/
Female Relationships

RESOURCES:

TODAY'S CHANGING ROLES: AN APPROACH TO NON-SEXIST TEACHING, Educational Challenges, Inc. Washington, D. C.

*FREE TO BE YOU AND ME by Marlo Thomas, Gloria Steinem and Cottin Pogrebin. "What Are Little Boys Made Of?" by Elain Laron. New York: McGraw Hill, 1974. p. 38.

Who Says BIG Boys Don't Cry ?

HUMAN RELATIONS CONCEPT:

Stereotyping males and females according to sex role expectations hinders their ability to express their feelings in a meaningful way, which can complicate an already existing problem.

OBJECTIVES:

The student will participate in a role-playing situation in order to experience the expression of strong emotions.

The student will share thoughts and feelings regarding sex role expectations and the expression of emotions.

GRADE LEVEL:

4 - 12

TIME:

One class period.

MATERIALS:

Stem questions.

PROCEDURE:

Ask for two volunteers to role play a situation for the class.

Once volunteers have been selected, have students read the role playing situation. Give students five to ten minutes to prepare for the role playing.

Role play situation for 10 minutes.

Distribute stem questions and ask students to respond to them in private.

I feel like crying when ______________________.

When I see a boy or man cry ____________________.

When I see a girl or woman cry _________________.

When I'm having problems, I ____________________.

I hide my feelings when ______________________.

I become ashamed when _______________________.

Have students form small, bisexual groups and share their responses to the stem questions.

Have each group come to a consensus as to what they feel is the most important question.

Once this has been determined, have each group share their selection with the rest of the class. Encourage questions and comments across groups.

ROLE PLAYING SITUATION

Paul - any male who goes to school.

Counselor - female who works at the school Paul attends.

Paul has been very worried about some problems he is having at home. He hasn't discussed his problems with anyone, not even his best friend because he doesn't want anyone to think that he is a sissy.

Paul got into a fight on the school parking lot. After the fight, Paul is sent to the counselors' office. They talk and Paul begins to cry.

FOLLOW-UP:

Have students discuss the role playing situation. Possible discussion questions can include:

How many other boys do you think express themselves the way Paul did? Explain.

Is it unusual for boys to cry in our society? Explain.

Is it unusual for girls to cry? Explain.

When someone cries, what emotions are communicated?

Are all people capable of having the emotions we've talked about? Explain.

What differences are there between a man crying and a woman?

How important are these differences?

VARIATION:

Process the entire activity in small groups, including the role playing.

ABContradiction

HUMAN RELATIONS CONCEPT:

Stereotypes based on sex are held in common by both males and females However, these stereotypes do more harm than good in assuring that every human being of each sex develops and grows to their maximum potential.

OBJECTIVES:

The student will list stereotypes associated with males and females.

The student will discuss the limiting effects of sex stereotypes on the human development of males and females.

GRADE LEVEL:

4 - 12

TIME:

One class period.

MATERIALS:

Newsprint, magic markers, stem questions optional.

PROCEDURE:

Divide class into two groups based on sex, i.e. males in one group, females in another group.

Have each group appoint a recorder and distribute newsprint. In the female group, a heading on the newsprint should read, "Males Are . . ." In the male group, a heading on the newsprint should read "Females Are . . ."

Instruct each group to write down adjectives and phrases which they feel describe males and females. Allow no more than 30 minutes for this part of the activity.

Once each group has completed their listing, have the groups share their responses. Lists should be posted so they can be seen by everyone. Questions, comments and criticisms of the list should come *after* each group has shared their list.

After questions and comments, have each group determine the following and share with the other group. Assuming that responses describe character traits that any human being could have, which 5 adjectives would you like to give to the other group that they do not already have, and why.

After students have come to a consensus as to which five traits they'd like to give the other group, have them share their choices.

FOLLOW-UP:

After the list have been shared, have students respond to the following stem questions in private:

The adjectives I have the most trouble agreeing with are ______________________.

One reason I disagree is ______________.

The adjectives I can most easily agree with are ______________________.

Stereotypes and labels about people ________.

One good thing about this activity is _______.

One not so good thing about this activity is _.

Have students form male/female dyads across groups and share their responses.

MEN CAN DO THIS/WOMEN SHOULD DO THAT

HUMAN RELATIONS CONCEPT:

Despite some progress to attain equality between the sexes, a double standard still exists concerning the status and behaviors that are acceptable for men and women.

OBJECTIVES:

The student will discuss areas and issues where there is a divergence of opinion regarding what is appropriate for men and what is appropriate for women.

The student will evaluate some of the reasons behind the values placed on the role of women and the role of men.

The student will evaluate their own attitudes regarding sexism and its effects on both men and women.

GRADE LEVEL:

7 - 12, all classes.

TIME:

At least two class periods. One questionnaire should be chosen for use during a class period, allowing amply time for discussion. The other questionnaire should be used in the next class period.

MATERIALS:

Questionnaires.

PROCEDURE:

Allow several minutes for the students to answer the questionnaire in private. Remind students that the questionnaire is designed to get at their feelings and attitudes regarding issues related to sexism. There are no right or wrong answers.

Have students form groups of 6. When possible, try to insure a combination of 3 males and 3 females.

Students will discuss the questionnaire in the small groups. Each student will give their response to a question, along with his/her reason(s) and/or examples. After each student in the group has spoken, the question can be discussed further if the group desires. Continue until all questions have been covered.

OPINIONNAIRE

MEN CAN DO THIS/WOMEN SHOULD DO THAT

Read the following statements and use the letters from the following list that best reflect your feelings:

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SDA - Strongly Disagree

_____ A. The Presidency should be open to men only.

_____ B. A lady should not use four letter words.

_____ C. Men should not use words like "lovely".

_____ D. Women in a family should not earn more than the men.

_____ E. Husbands do not want their wives to earn more money than they make.

_____ F. Girls are feminine when they wear lace.

_____ G. Girls are not feminine when they wear jeans.

_____ H. Certain jobs are for men only or for women only.

_____ I. Women who have young children (under 5) should not work.

_____ J. Men are more competitive than women.

_____ K. Single men in our society are more acceptable than single women.

_____ L. There are fewer girls interested in sports because they will gain unsightly, unfeminine muscles.

_____ M. Blondes have more fun!

_____ N. Men should be allowed to cry.

_____ O. Housework is women's work.

_____ P. Women should receive equal pay for equal work.

STEM QUESTIONS: MEN CAN DO THIS/WOMEN SHOULD DO THAT

1. A woman should/should not be considered for the presidency because ____.
2. A woman who uses four letter words ____________________.
3. A man who uses four letter words ______________________.
4. A man who describes something as "*lovely*" is _____________.
5. A man uses ________ instead of "*lovely*" to describe something.
6. Women who earn more money than men ____________________.
7. Men who earn more money than women ____________________.
8. A girl who wears lacy clothes _________________________.
9. A girl who wears jeans ______________________________.
10.

Three male only jobs are:	Three female only jobs are:
1.	1.
2.	2.
3.	3.
(Discuss reasons)	

11. Children of working women feel _______________________.
12. Children of mothers who stay home _____________________.
13. Women who compete with men ___________________________.
14. Men who compete with other men ________________________.
15. Men feel that women who compete with them are ____________.
16. A bachelor is ____________________________________.
17. A single woman is _________________________________.
18. Girls should/should not be competing in athletics because ____.
19. A boy who is a good athlete is considered ________________.
20. A girl who is a good athlete is considered _______________.
21. "*Dumb blonde*" refers to ____________________________.
22. Men who have blonde hair are __________________________.

23. A man who cries ______________________________.

24. A woman who cries ______________________________.

25. A man who does housework ______________________________.

26. A women who does housework ______________________________.

MODIFICATION:

Once responses and rationales have been shared, ask students to return to the large group for class discussion. The discussion questions should include:

What is a definition of a double standard?

What are some examples of a double standard applied to women?

What are some examples of a double standard applied to men?

What are some consequences of double standards?

What is sexism?

Can you give examples of sexism that you have experienced?

What does it mean when someone is called a sexist?

When I Grow Up I'm Going To Be Married, MAYBE

HUMAN RELATIONS CONCEPT:

As the consciousness of women increases with respect to the expanded number of social, political and economic responsibilities they may assume, women are discovering that traditional sex role expectations and responsibilities are being challenged.

OBJECTIVES:

The student will predict the consequences of a situation for another person.

The student will construct alternative plans of action for persons confronted with unexpected hardships or altered circumstances.

The student will analyze and determine the effects of increased social and economic responsibilities on female human beings.

GRADE LEVEL:

8 - 12.

TIME:

One class period.

MATERIALS:

Copy of instructions for educators; copies of profiles for students; newsprint, magic markers, stem questions; additional resource materials to be provided to students by educator or to be determined by students themselves.

PROCEDURE:

Educator should read instructions thoroughly before processing the activity.

Once instructions are read, explain activity to students, citing the pertinent information and statistics outlined in the instructions.

Depending on the size of class, have students form 10 dyads, triads or, if necessary, quartets and randomly distribute profiles. Each group should have at least one female in it who is designated to act as the person described in the profile.

Before proceding with the activity as described in the instructions, the educator may want students to respond to the following stem questions in private, later sharing them with the other members of their group:

> The additional responsibilities of the person described in the profile are _______________.
>
> The most important thing about the person whose profile I read is _______________________.
>
> I think the most difficult problem for the person in the profile I read is __________________.
>
> Marriage is/is not important to me because __.
>
> When a person is called "old", I think ______.
>
> When a person is called "young", I think ____.

Once responses have been shared, distribute newsprint and magic markers. All information asked for in the instructions, including alternatives and plans of action, should be written on the newsprint. Have each group discuss their profile and the alternatives they have proposed for the person described in each.

Encourage questions and comments across groups.

FOLLOW-UP:

Educator may want to devote additional class time so that students may use resource materials inside and outside of school building.

WHEN I GROW UP I'M GOING TO BE MARRIED

A Game Which Illustrates How Time and Circumstance Affect Women

Background and Purpose of the Game

When you ask a little boy what he is going to be when he grows up, he tells you; he may not end up being what he first says, and he may be a number of different things over the course of his life, but throughout he is focusing on the work he does. Most little girls say they will be married, period. Yet, data of the U. S. Department of Labor and the California Advisory Commission on the Status of Women show the following:

> *The average life expectancy of women today is 75 years; since childbearing patterns have changed, the average mother of today has 40 years of life ahead of her after her youngest child enters school; 9 out of 10 will be employed outside the home for some period of their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; more than 1 in 10 will be widowed before she is 50; more than 1 in 10 will be heads of families; probably 3 in 10 will be divorced; only 1 in 3 California girls plan to go to college; most girls do not see themselves as problem-solvers or achievers; most girls have not been influenced or trained to deal with many of the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because they are not given early encouragement or because girls believe they must choose between a family and a career.*

The game has limited purposes, but serves as a start toward these goals: (1) to give girls greater awareness of the above realities of women's lives; (2) to give girls experience and self-confidence in dealing with unexpected hardship or altered circumstances; and (3) to motivate girls to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives.

Instructions

An educator who is knowledgeable of the above statistics and their implications and possibilities *leads* the game. Examples of implications and possibilities are: An unskilled divorced mother who needs employment usually cannot find child-care facilities, and often housing, at a price she can afford; a full time homemaker doesn't need to wait until her children are grown to continue her education--she can go to school while they are in school; and, 40 years of age is not too late to start a college education, a career, or other fulfilling activity, since on the average, she will live 35 years more. The Commission's 1969 and 1971 Reports can be helpful in preparation for leading the game.

The game is based on the above statistics. There are 10 profiles since the statistics are based on percentages of 10 - three girls profiled to go to college, one never marries, three are divorced, etc. BEFORE USING THE GAME, THE "CHANCE FACTORS," WHICH MAKE UP THE BOTTOM HALF OF EACH SHEET, ARE TO BE STAPLED SO THEY ARE COVERED FROM VIEW.

Ten girls can play. Before the profiles are distributed, the leader explains that the game illustrates how time and circumstance affect women, reads the above statistics aloud and explains that the profiles are representative of the statistics.

Each designated girl is given a numbered profile. Four facts are showing which correspond to the marital, childbearing, employment and college statistics above. In turn, each girl is asked to read her four facts aloud and is asked what kind of life, based on her personal aspirations and plans might be built given these circumstances. Not much time should be spent on this part of the game--perhaps two or three minutes. Its principal purpose is to break the ice, get girls talking about themselves, and to set the stage for the second phase of the game. The starting girl usually has trouble understanding what she is expected to say. The leader helps by asking her if she has thought about a kind of work she would like to do, whether she thinks she might like to be married, etc., but no one should be pressured to be more specific about their own plans than is easy for them to handle. The leader notes briefly on a duplicate set of profiles key things about each girl, such as "interested in computer programing and plans early marriage," "plans on college, interested in teaching," "artist, no marriage plans," etc.

It is not important whether the four profiled facts fit a particular girl's specific plans, or whether her projections when trying to fit them to the facts are realistic. For instance, some girls have said things like, "I plan to be a marine biologist, but this says I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also, during this segment they are not required to build a whole life--they usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

After each girl's "projections" are dealt with in turn, the second phase begins by starting again with the profiles. Unstaple the profiles and read aloud the chance factors. It is then the task of the *group* (not the particular girl) to work on the problem, although the profiled girl may join in if she wants. It should be made clear, however, that the responsibility lies with the group, working as a team, to try to solve the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot," and gives all the girls 10 experiences in problem solving and identification with 10 possible "lives" even though each has only one profile.

First, the immediate problem is dealt with; then, the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "real" girl's stated aspirations can ever be reached (in some profiles the latter may not be relevant and this aspect could be omitted.)

The leader should intrude as little as possible during this segment, but should help if no one has usggestions, and should *non-judgmentally* add corrective data from time to time. It is unwise to correct or question unrealistic suggestions and the leader has to tread the fine line of building the girls' self-confidence on the one hand, and helping them to learn what is really involved in coping with day to day problems on the other. Examples might take the following forms:

1. Profile 1: No one speaks up. The leader might ask: "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"

2. Profile 10: Someone has suggested the wife sell the house. The leader might ask if apartment housing, especially if the children are a girl and a boy, might not be as expensive as the house payment, pick figure for the house payment and inquire whether anybody knows the cost of apartments that would fit the family's needs.

3. Profile 3. The profiled girl's real aspiration was to be a librarian. If no one else suggests it, the leader might ask; "Why couldn't she go to college now? It takes five years to get the degree. She'd have 30 years to be what she wants. Older people, believe it or not, need to like what they're doing and something to look forward to as much as young people do."

After the problem has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem, and/or how the particular girl's aspirations could most easily have been reached. This process is repeated until each girl's "altered" life has been dealt with.

Extending the Game

A variety of extensions are possible. One would be to ask the girls to do some "detective work." Using their own profiles, girls could be asked to find out and report back the cost and availability of the various kinds of child care (just find out how to find out is a challenge); what jobs and pay for secretaries, etc., are listed in help wanted ads and whether public transportation to and from specific listings is available; whether local colleges permit part time students for the particular major the girl has in mind and what the costs are; what current housing and transportation costs are to fit needs of the profiled family, etc.

CAUTIONARY NOTE

The "life style" within the 10 chance factors, when taken together, may be unsuitable for specific populations. Adult professionals utilizing the game should analyze the general life styles involved and should revise the context in which "happenings" take place, so that specific populations can identify generally with a sufficient number of life styles. It is impossible to say how many is "sufficient," and experimentatio is obviously necessary. The overall population statistics listed on page 1 should remain the same, however, even if styles are changed, e.g.: the divorce statistic is 30%, yet in some populations, divorce is endemic. But, when girls from such populations learn that it isn't inevitable elsewhere, they can see new possibilities for themselves, especially in the overall "helping-solving-preventing" context of the game.

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 1

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will n not do it.

WHAT DO YOU DO?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 2

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You complete your college education before marriage.

Chance Factors

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conclomorate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

HOW DO YOU APPROACH THIS SITUATION?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 3

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of home-making, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years.

WHAT CAN YOU DO?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 4

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before you marry.

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have three children. Your husband is assigned to emergency repair work in remote places -- is home less and less, starts playing around with other women, and doesn't send money home regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property -- pretty much just clothing and furniture.

HOW CAN YOU COPE?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 5

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete two years of college before your marriage.

Chance Factors

You have three children. Your husband has a good job and things are going well for the family until you are 34, when you husband is tragically killed in an automobile accident. The children are then 4, 8 and 10. There is some life insurance, but not enough to last very long.

HOW WILL YOU COPE?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 6

You will live to be 75 years old.

You will marry.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After five years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.

WHAT WILL YOU DO THE REST OF YOUR LIFE?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 7

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

It is apparent within two years that you marriage was a mistake and you are divorced. You remarry when you are 24 and have two children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.

HOW CAN THE FAMILY COPE?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 8

You will live to be 75 years old.

You will marry and have children.

You do not go to college before your marriage.

Chance Factors

In your senior year in high school you fall madly in love with an exciting "older man of 29," who is already successful in business. He is of the firm opinion that the woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

WHAT DO YOU DO WITH THE REST OF YOUR LIFE?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 9

You will live to be 75 years old.

You do not go to college before taking your first job.

Chance Factors

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have four younger brothers and sisters, the youngest of which is two, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by night time, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

WHAT WILL YOU DO WITH THE REST OF YOUR LIFE?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 10

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete three years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no four year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce law (which became effective in 1970), he can do this and there is nothing you can do about it. The new law also says that you can't get alimony (now known as spousal support) just because you are a woman, but since you have been married for such a long time the court awards you a small amount of "spousal support" for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only two-thirds paid for. Even with the support money, there is not going to be enough to make ends meet.

HOW WILL YOU COPE?

Nancy Benson

THE MYTH AND THE REALITY

HUMAN RELATIONS CONCEPT:

One very basic reason for the perpetuation of sexism is that the various functions performed by women are not known or have not been talked about by both men and women.

OBJECTIVES:

The student will discuss and evaluate some myths commonly associated with the role of women.

GRADE LEVEL:

9 - 12, all classes.

TIME:

One class period.

MATERIALS:

Copies of opinionnaire, copies of "The Myth and the Reality".

PROCEDURE:

1. Distribute the opinionnaire to students and ask them to respond to each question.
2. Have students form groups of 6. Where possible, have three males and three females in each group.
3. Have students share their responses.
4. Ask students to return to the large group and distribute copies of "*The Myth and the Reality*".
5. Begin class discussion after students have read "*The Myth and the Reality*", to compare their responses.
6. Discussion questions might include:

   Were you bothered by any of the information in this article?

   What new information did you discover?

   What is sexism?

   Is sexism harmful?

   In what ways is sexism harmful?

   What are the effects of sexism on men? Women? On society as a whole?

   What is a myth?

   Do you know of other myths that are about women?

   What are some myths about men?

OPINIONNAIRE: *The Myth and the Reality*

	AGREE	DISAGREE
1. A woman's place is in the home.	____	____
2. Women aren't seriously attached to the labor force; they work only for "*pin money*".	____	____

		AGREE	DISAGREE
3.	Women are out ill more than male workers; they cost the company more.	____	______
4.	Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.	____	______
5.	Women take jobs away from men; in fact, they ought to quit those jobs they now hold.	____	______
6.	Women should stick ot "*women's jobs*" and shouldn't compete for "*men's jobs*."	____	______
7.	Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	____	______
8.	The employment of mothers leads to juvenile delinquency.	____	______
9.	Men don't like to work for women supervisors.	____	______
10.	Housewives are happy women.	____	______
11.	Education is wasted on women.	____	______
12.	Women have a higher turnover and absenteeism rate than men.	____	______
13.	Women get married and quit work.	____	______

THE MYTH AND THE REALITY*

Male Workers More Equal Than Female Workers? No! All Workers Are Equal!

THE MYTH	THE REALITY
1. A woman's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the nation' economy. Studies show that 9 our of 10 girls will work outside the home at some time in their lives.
2. Women aren't seriously attached to the labor force; they work only for "*pin money*".	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000 -- incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.
4. Women don't work as long or as regularly as their male co-workers; their training is costly --and largely wasted.	While it is true that many women leave work for marriage and children, their absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

THE MYTH	THE REALITY
	Studies on labor turnover indicate that net difference for men and women is generally small.
	The 1968 rates for accessions and separations in manufacturing for men and women are 4.4 and 5.6, and 4.4 and 5.2, respectively, per 100 employees.
5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.
	Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.
	In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.
6. Women should stick to "*women's jobs*" and shouldn't compete for "*men's jobs*."	Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials and proprietors. Many others held supervisory jobs at all levels in offices and factories.

THE MYTH	THE REALITY
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
9. Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate, 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.
10. Housewives are happy women.	Wives are sixty times more likely to become depressed than single women.
11. Education is wasted on women.	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. Women have a higher turnover and absenteeism rate than men.	Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.

THE MYTH	**THE REALITY**
13. Women get married and quit work.	Sixty percent of working women are married, and one-third of all mothers work.

*Numbers 1 thru 9 furnished by U.S. Department of Labor; Employment Standards Administration; Women's Bureau; Washington, D.C. 20210.

Taken From: *TODAY'S CHANGING ROLES: AN APPROACH TO NON-SEXIST TEACHING.* Developed by Educational Challenges, Inc., Washington, D.C. for Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education, Washington, D.C., 1974. pp. 100-101.

To discuss economic deprivation and social stratification in order to analyze their effects on learning.

Carolyn Cliver
and
Gloria Grant

Rich Man, Poor Man, Beggar Man, Thief

HUMAN RELATIONS CONCEPT:

The socio-economic status of a family affects students, often influencing their self-concept and ability to perform well in school.

OBJECTIVES:

The student will share thoughts and feelings regarding the socio-economic status of his/her family.

GRADE LEVEL:

3 - 8 (This activity can be used K-2 if given orally and depersonalized enough for the child not to have to identify immediately when answering).

TIME:

One class period.

MATERIALS:

Stem questions.

PROCEDURE:

Distribute stem questions and have students respond to them in private. Names should not be placed on the papers.

When a boy or girl comes to school hungry, they feel __________________________________.

If the other students made fun of my clothes, I would feel ______________________________.

If my family had lots of money, we could buy _____.

If I had three wishes, I would wish for:

a.) ______________________________

b.) ______________________________

c.) ______________________________

I feel unhappy in school when ____________________.

If I could change this school, I would change _____.

The difference between being poor and being rich is ______________________________.

I think I could learn better if ____________________.

Divide class into two groups. Have one group come to the center of the room, form a circle, and begin sharing their responses to the first four questions. The other group should form a circle around the first group to listen to and observe the discussion. A vacant chair should be placed in the inner circle so that anyone in the outer circle who wishes to comment or ask a question may do so.

Once responses have been shared to the first four stem questions, have students exchange seats so that the second group can share their responses to the remaining four stem questions.

FOLLOW-UP:

Create a "Three Wishes" bulletin board. Student names and/or pictures should be included with a description of their three wishes underneath.

Have a large group discussion. The following questions may be used:

Why might a boy or girl come to school hungry?

Why do people make fun of other people?

When someone says that they are rich, what do they mean?

When someone says that they are poor, what do they mean?

How do people become poor?

How do people become rich?

What would you like to be, rich, poor, or in-between? Explain.

Beth Worthington

Rich Man, Poor Man, Beggar Man, Thief: LIVING PRIORITIES

HUMAN RELATIONS CONCEPT:

Making ends meet is often easier said than done by people who live on incomes that sometimes do not allow them to provide themselves with the barest of life's necessities.

OBJECTIVES:

The student will devise a monthly budget using figures derived from percentages of monthly income received by persons who are eligible for Aid to Families with Dependent Children.

The student will discuss discrepancies between what is needed by families receiving Aid to Families with Dependent Children to meet living expenses and the amount of income they actually receive.

GRADE LEVEL:

9 - 12, Home Economics, Social Studies, General Math
6 - 8, Home Economics, Social Studies, Math

TIME:

Two class periods.

MATERIALS:

Copies of handouts, stem questions and fact sheets.

PROCEDURE:

Distribute handout to students. Explain that the divisions on the circle represent estimates of the average percentages of income families devote to maintaining a household.

Have students form small groups of 4 or 5. Give each group the figure $403.00 which represents the average maximum monthly allotment of a family of four on Aid to Families with Dependent Children. Students may need some clarification of the AFDC program before processing this activity. Teacher can consult the fact sheet included with this activity.

Using the $403.00 figure, have each group devise a monthly budget which includes the items indicated on the pie. Remind students that it is possible that some items on the pie cannot be covered given the figure they must use. As such, they will have to come to a consensus as to which item(s) will be eliminated and which items will be priority items in their budgets.

Allow 30 minutes for students to complete this part of the activity. Have each group share their budget with the other groups. Allow for questions, comments and answers between groups.

After each group has shared its budget, distribute stem questions. Students should write their responses to the stem questions in private:

One difficulty in creating a budget is _________.

If my family had to live on the amount of money that was used in the budget ____________________.

People who receive Aid to Families with Dependent Children ____.

I think Aid to Families with Dependent Children should be decreased/increased because __________.

When a person cannot get a job ________________.

One alternative to receiving aid from a city, county or state agency is ______________________.

Have students share their responses to the stem questions in their small groups.

Once responses have been shared, have students form a large group for class discussion. Distribute fact sheet and have students compare the estimates that they have calculated with those listed on the fact sheet.

Below are listed some suggested discussion questions:

What kinds of housing do you imagine is available to families receiving AFDC?

What kinds of material and recreational things do you imagine families receiving AFDC have to sacrifice in order to provide necessities like housing, food and clothing?

When people say that too much money is being spent on AFDC, what reasons can you give for them feeling this way?

Do you agree/disagree with some of the reasons given? Explain.

What are some of the alternatives your group discussed that persons receiving AFDC could be provided with by county, city and state governments?

FOLLOW-UP:

Invite a person from the City Welfare Department, City-County Building, 210 Monona Avenue, Madison, Wisconsin, 266-4781; Dane County Department of Social Services, 1202 Northport Drive, Madison, Wisconsin 249-5351 or Wisconsin State Department of Health and Social Services, 1206 Northport Drive, Madison, Wisconsin, 249-0441, which administer these programs to speak to your class.

Show film "Try Being Poor." Available through Department of Human Relations, Madison Public Schools.

MODIFICATION:

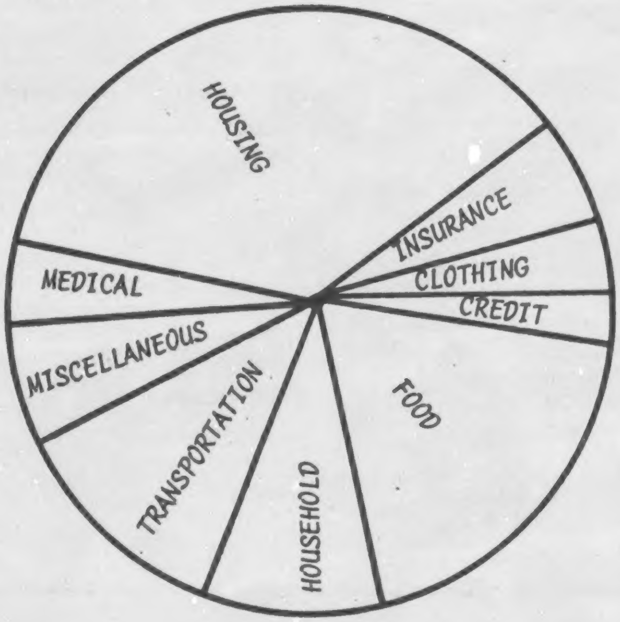
In addition to the estimated monthly income of persons receiving AFDC, provide students with figures that are representative of families in other income brackets. Have students calculate budgets and compare. Suggested monthly incomes for families of 4:

$ 509.00
$ 666.00
790.00
856.00
970.00

The following represents estimates of the average monthly allotment given by the Dane County Department of Social Services to a family of four:

BASIC ALLOWANCE (includes food, clothing, school, and transportation)	$ 244.00

SHELTER ALLOWANCE (housing, rent when utilities must be paid by renter)	$130.00 $159.00 (utilities furnished)
UTILITY ALLOWANCE (heat, water, electricity and/or gas)	$ 13.00 (Summer) $ 45.00 (Winter)



KEY: Pie = 360° = 100%

Housing = 133° = 36 1/2%
Insurance = 21.6° = 6%
Clothing = 14.4° = 4%
Credit = 10° = 3%
Food = 68° = 19%
Household = 32° = 9%
Transportation = 46° = 13
Miscellaneous = 21° = 6%
Medical = 15° = 4%

Revised Copy by Beth Worthington

Revised 12-74

GENERAL INFORMATION

AID TO FAMILIES WITH DEPENDENT CHILDREN

Purpose

Aid to Families with Dependent Children provides money, medical care, and social services to help the parent or other close relative continue to make a home for minor children who have been deprived of support through the death, abandonment, imprisonment, disability, illness of one or both parents, or unemployment of the father.

Where To Apply

Apply at the county department of social services (county welfare department) in the county where you now live. Some counties will mail an application blank in response to a letter or telephone request.

Eligibility Requirements

Adult applicants must meet certain requirements.

If you are a parent or stepparent of a minor child(ren) in your home and are applying for this type of aid you may be eligible if:

1. Your spouse is continually absent from the home due to:
   a) Divorce
   b) Separation
   c) Abandonment
   d) Active military service
   e) Incarceration in a penal institution
2. You have never been married; or
3. You marry or remarry, and the stepfather has not adopted your children; or
4. You or your spouse are incapacitated; or
5. The father of the child(ren) is unemployed; and –
6. Other income or resources are insufficient to meet your family's needs.

However, aid may be refused if better provisions, public or private, can be made for the care of a child or if the person having care and custody of a child is declared unfit to have care and custody.

Maternity Financial Aid and Care

If you are pregnant (married or unmarried) and meet the qualifications listed above, you are eligible for financial aid (AFDC) beginning six months before your child is born. This aid will continue for as long as you retain custody of your child (until the child is 18 years old) or for a maximum of six months after the child is born if you do not retain custody of it.

You are also eligible for pre-natal, delivery, and post-natal medical care for six months before and six months after your child is born, if you need it.

Monthly AFDC Checks

The size of your monthly AFDC check is determined by three things:

1. The number of people in your family who are eligible for financial aid;
2. The amount of your rent or home ownership payments;
3. How much income you have (from a job or from pensions, Social Security, etc).

In addition, special need items can be obtained in some cases. Ask your aid worker for more information.

Earned Income

Earnings of children attending school full time have no effect on the size of your check. However, part of your own earnings, or those of children age 14 or over living at home who are not full time students, will result in a deduction from your check.

You may have expenses related to your earnings, such as tax deductions, transportation to and from work, etc. These expenses, estimated to equal 21% of your gross earnings, are subtracted from your gross earnings to get a net earning figure which is then used to determine the size of your aid check. If you believe your actual expenses related to your employment are more than 21% of your earnings, your actual expenses can be considered. Ask your aid worker to explain how your earnings are budgeted in your case.

(over)

Your Responsibility

As an applicant you may be requested to furnish the following information: a record showing your relationship to the child; a record proving your child's age; information on all financial matters including life insurance policies, real estate, bonds, savings accounts, and other real or personal property owned by the parent or child; plus verification of income from any source including social security benefits, wages, alimony, support payments, military allotment, or regular contributions from relatives.

After making application or receiving a grant, it is your responsibility to report any changes to the county welfare agency immediately. This includes changing your address, plans for you or your child to leave home for a visit of several weeks or more, any change in your family's living arrangements, or any increase or decrease in income of any member of your household who is included in the AFDC grant. The law provides a penalty for not reporting any change in facts within ten (10) days, especially earnings or any other types of income, or resources.

The county agency may require a parent and other appropriate family members to accept training or employment outside the home, if this can be done without injury to health or neglect of the home, and if adequate child care arrangements can be made.

Confidential Information

Information the county agency receives when aid is requested, or after it is granted, is treated confidentially. However, the law requires that the county department make available, upon request, a list of names of persons who received aid the previous month, their addresses, and the amount of assistance granted. No other information is given. The list of names of unmarried mothers or children placed in foster homes and institutions is confidential and is not released.

Social Services

Your aid worker will inform you that social services, such as assistance in family planning, are available and will refer you to a social worker if you request.

Your social worker will be interested and concerned about you and your family, and willing to talk with you about family problems, child care, community resources, money management, living arrangements, medical care, as well as work and training opportunities. Feel free to talk with a social worker about these or any other concerns you might have.

Food Stamps

Most AFDC recipients are eligible to purchase food stamps to increase their food-buying power. Your case worker can explain the benefits of this program for your family.

Medical Assistance Program

Medical Assistance (MA) under Title XIX of the Social Security Act provides health care to AFDC recipients and some other qualified persons. Benefits are identical for both of the following groups:

Medical Assistance—Categorically needy provides health care coverage for individuals or families who are—or could be—receiving Supplemental Security Income (SSI), the state supplement to SSI, or Aid to Families with Dependent Children, and for individuals under the age of 21.

Medical Assistance—Medically needy provides health care coverage for individuals who do not qualify for a grant for regular living needs but who are unable to meet medical costs. If you do not meet eligibility requirements for Medical Assistance as categorically needy, ask your social worker for the leaflet entitled "Medical Assistance Eligibility Requirements and Benefits." You may be eligible for Medical Assistance—Medically needy.

Claim Against Estate for Medical Assistance

No lien will be filed against your property. However a claim may be filed against your estate for health care received after age 65 but no claim may be collected during the lifetime of a surviving spouse, child under 21, or child who is blind or permanently and totally disabled.

The recovery provision was removed from the law June 29, 1974. Claims established prior to June 29, 1974 are still subject to recovery.

Wnen health care benefits have been obtained through error or fraud, reimbursement will be sought by the county agency.

Fair Hearing

If you are dissatisfied with the action taken on your application the county agency will review it with you. If you then believe that you should not have been denied aid, that your application did not receive prompt or proper consideration, or that you are eligible for a larger grant, you have a legal right to a review hearing. The county agency or regional office of the State Department of Health and Social Services in your area will assist you to request a review hearing. Regional offices are located in Green Bay, Eau Claire, Madison, Milwaukee and Rhinelander.

Civil Rights Act Of 1964

The Civil Rights Act of 1964 requires that all financial assistance programs receiving federal funds must be provided on a non-discriminatory basis. If you are applying for or receiving aid under one of the programs described in this paper, and feel you have been discriminated against on the grounds of race, color, age, sex, religion or national origin by a county department of social services or the Department of Health and Social Services, you may file a written complaint.

This complaint should include the time, place, and pertinent facts and circumstances of the alleged discrimination, and must be signed by you. Send it to:

Secretary
Department of Health and Social Services
1 West Wilson Street
Madison, Wisconsin 53702

or to:

Secretary
Department of Health, Education and Welfare
Washington, D. C. 20201

Recovery of Aid

State law provides for the possibility of the county's getting back from your estate the money paid out under the AFDC program.

Recovery is also permitted in cases of court-proven fraud.

(over)

OTHER PROGRAM REQUIREMENTS

ELIGIBILITY REQUIREMENTS

Age	Child must be less than 18 years of age. (S)
Eligible Relatives	Parent, stepparent, grandparent, brother, sister, stepbrother, stepsister, uncle, aunt, first cousin, niece or nephew, or their spouses.(S)
Need	Insufficient income or resources to meet basic needs. (S)
Legally Responsible Relatives	Parents responsible for children, spouses for each other. (S)

PROPERTY LIMITATIONS

Real Property	You may own your home, or a house trailer used as a home, provided the cost of maintenance of this property does not exceed the rental which your family would be obligated to pay for adequate living quarters. (S)
Liquid Assets	Liquid assets INCLUDING cash value of life insurance cannot exceed $1500 (S)
Cash Value of Life Insurance	
Liquid Assets of Spouse	
Life Insurance of Spouse	
Family Member(s) Receiving Another Benefit	Member(s) may have liquid assets and life insurance within respective program limitations. (S)
Disability Insurance	May exceed $500 if future benefits are likely to exceed cash value and/or liquid assets. (P)
Automobile	Your household may own one state registered motor vehicle regardless of value. If you own more than one vehicle, the vehicle in which you have the most equity (current fair market value) is exempted from liquid assets. Extra vehicle(s) needed for employment are also exempt. Equity in nonexempt vehicles is considered part of the liquid asset or resource limitation. (P)

(S) Statutory—Wisconsin Law
(P) Policy established by Wisconsin Department of Health and Social Services

Rich Man, Poor Man, Beggar Man, Thief: WHICH ONE AM I?

> *"Four months ago, I was an electrical engineer for A. C. Spark Plugs making good money - $20,000 a year. Things got tight--budget crunch--and I was laid off. I don't know when they'll call me back to work, if ever."*
>
> *Anonymous*

HUMAN RELATIONS CONCEPT:

There are many factors related to the inability of people to provide the necessary economic resources required to live in a healthy and happy way. When the opportunities are either not available or taken away from those who seek to provide these economic resources, for their families, agencies within a community are prepared to supplement and assist those who are in need.

OBJECTIVES:

The student will explore thoughts and feelings regarding the concept of being poor.

The student will explore thoughts and feelings regarding the possibility of changes in the economic status of their parents.

GRADE LEVEL:

9 - 12, Social Studies.

TIME:

One class period

MATERIALS:

"Victims of Recession Swamping Dane County Welfare Agencies", stem questions.

PROCEDURE:

Distribute copies of the article. Ask students to read it as a homework assignment.

Discuss the article with the class. The following questions may be used:

> What are some of the reasons given for the increase in applications for aid to the Dane County Department of Social Services?
>
> What does bilingual mean and why do you think a bilingual aide was hired by the Dane County Department of Social Services?
>
> Do you think that there are people in Dane County who need some kind of assistance, but who haven't applied for assistance?
>
> What might be some reasons why people who need aid don't apply?

After the discussion, have students form small groups of 4 or 5 and distribute the stem questions. Ask students to respond to the stem questions in private:

> Not being able to afford the things I want makes me feel ______________________________.
>
> If my mother/father lost her/his job, I would feel_.
>
> If my family had to apply for aid from a welfare agency, I would feel ______________________.
>
> To me, using food stamps to buy food is __________.
>
> For someone who has always had a good job, losing that job and going on welfare means ______________.
>
> People who receive aid from a welfare agency ______.
>
> Pride is ______________________________.
>
> To be hungry is ______________________________.

Have students share their responses to stem questions. The teacher should circulate throughout the room to each group to answer questions and clarify assumptions students might make regarding the concept of "poorness" or welfare.

RESOURCE:

"Victims of Recession Swamping Dane County Welfare Agencies" from Madison Capital Times, May 17, 1975.

This activity is one of a series on the socio-economic problem of our country.

VICTIMS OF RECESSION SWAMPING DANE COUNTY WELFARE AGENCIES

by

Howard Cosgrove
Capital Times Staff

Like their counterparts across the nation, Dane County welfare and social services agencies have been swamped by the victims of the recession.

The Madison Welfare Department reported that March caseloads, the last month for which figures are available, totaled 822 this year, compared with 487 for March, 1974.

It was revealed Wednesday that relief costs are running about $95,000 a month, nearly 50 percent above the budgeted figure.

At the Dane County Department of Social Services, which handles more long-range problems of the needy, the increase in cases for the first part of this year ran about 45 per month, compared with an average monthly increase over the past four years of only 23 new cases a month.

There were 2,917 Dane County families receiving Aid to Families with Dependent Children (AFDC) in April, according to income maintenance supervisor Paul Greene.

A total of 8,260 people were certified to receive food stamps in the first five months of 1975. And that figure represents only about 16 percent of the people who probably would qualify for food stamps if they applied, according to unofficial estimates.

Those who do apply have to wait at least three weeks to have their applications processed; though that is considerably better than the six-week delay that prevailed a few weeks ago.

For both agencies, the problem is not enough people to keep up with the ever-increasing need for public aid as the economy deteriorates.

In the Dane County Department of Social Services, AFDC caseworkers carry an average of 226 cases -- 200 is considered the maximum for efficient work. Medical Assistance caseworkers are responsible for 460 cases each, 60 above maximum.

Betty Smith of the City Welfare Board said the same type of situation applies at the city department, with a short staff trying to handle long welfare lines. In addition, the firing of director Lowell Messerschmidt last month has caused an extra vacancy in the department's administration.

To cope with the increased work load, the City Welfare Department recently hired two case aides, one of them bilingual, Smith said. Paul Greene reported that the county has authorized two additional employees and will probably hire several more soon.

In addition, both departments plan to change their intake procedures to speed up processing of applications and reduce routine work for caseworkers. The city change will mean that routine cases will be handled by a simpler procedure to free caseworkers for more complicated problems.

The county's change will involve redeployment of staff to different jobs and introduction of new forms.

But the County Department of Social Services also will take a step to make its services more available to the needy by opening a branch office, its first, in Stoughton. It is possible that other branches will be set up in places where people need aid, but can't get to Madison easily.

That outreach proposal follows the success of an experiment that put social services employees in the State Employment Office here to distribute food stamp information.

That move was prompted by pressure from the Madison Area Unemployed Workers Council which asked that greater efforts be made to inform people of the services available. By the end of the first day of the experiment, Greene said, the staff at the employment office had spoken with 60 people and taken 45 food stamp applications, of which 40 eventually approved.

The Unemployed Workers Council labeled it a "real victory for the unemployed."

Greene warned, however, that the worst may be yet to come for the welfare agencies. Application for aid, he pointed out, usually lag about six months behind the economy both during recession and recovery because many people who lose their jobs can survive for several months on unemployment compensation and savings before reaching their financial limits.

Ron Schultz, who oversees the social services part of Dane County's helping hand, said he has seen significant increases in child neglect cases since the recession got tough, though he said he "doesn't know if there's a direct link."

Child neglect involves improper supervision of children, poor clothing or insufficient food.

The department has also increased its financial counseling services to help people live with limited budgets.

But there are those, like Supervisor Naila Harper (District 33) who feel that the actions taken so far are only useful first steps and the needs are still not being met.

"We need to shorten the lines of communication between what social services has to offer and what people in the county may need," she argued.

Among the things she suggested was more contact with local relief agencies to inform them of the services available through the county. In fact, one person should be delegated to do nothing else but act as liason.

She also called for more out-reach in food stamps and a shorter waiting period. "I'm not saying sign up everybody for food stamps," she said. "But I don't think its really acceptable to have a three-week waiting period for this kind of service."

Harper said volunteers may be a partial solution to the welfare agencies' money problems. "In times of need such as this, it should be acceptable to go to the community and ask for help--for volunteers," she said.

"It wouldn't cost us any money," she pointed out, "and I suspect we have such people in the community."

BUYCENTENNIAL

HUMAN RELATIONS CONCEPT:

The American Bicentennial should be a time of re-examining our American democracy and dialoguing about economic exploitation which is often the result of those who seek personal gain at the expense of others.

OBJECTIVES:

The student will read and discuss an editorial dealing with American commercialism.

The student will give and explain examples of American commercialism not described in the editorial.

GRADE LEVEL:

9 - 12, Distributive Education, History and Social Studies.

TIME:

One class period.

MATERIALS:

Copies of "THE AMERICAN BUYCENTENNIAL", newsprint, magic markers, stem questions.

PROCEDURE:

Distribute copies of "THE AMERICAN BUYCENTENNIAL" to students. Read the editorial aloud while the students read it silently.

Before proceeding to the rest of the activity, teacher should check to see that words are defined and phrases explained that students may not understand.

Ask students to form small groups of 4 or 5. Distribute stem questions and ask students to respond to them in private.

I usually buy something because ______________________

One thing I like about commercials is ______________

One thing I dislike about commercials is ___________

If I had to summarize what the editorial was saying,
I would say ____

Have students share their responses to the stem questions. Once responses have been shared, have students generate other examples of commercialism like the one described in the editorial. These should be written on newsprint by a recorder. Once examples have been generated, each group should read and explain the items on their list.

Once lists have been shared, have students form a large group for discussion. Discussion questions can include:

What is the meaning of commercialism?

As described in the editorial, what effects does commercialism have on celebrations like the Bicentennial?

What are some reasons for commercialism like that described in the editorial?

How many people do you think will buy items commemorating the Bicentennial? Explain.

What benefits do people gain from commercialism?

Who benefits the most from commercialism?

Who benefits the least from commercialism?

If you had the power to decide, what would you do about commercialism?

REFERENCE:

"THE AMERICAN BUYCENTENNIAL", *reprinted from the Madison Capital Times, May 13, 1975.*

THE AMERICAN 'BUYCENTENNIAL'

Editorial
Capital Times
May 13, 1975

Never underestimate the persuasive power of the true blue American promoter. He has convinced the American Revolution Bicentennial Administration to lend its official insignia to an unseemly assortment of items ranging from Bicentennial flags and lapel pins to neckties.

You can buy an official ARBA sportshirt. A necktie. A 5-string banjo. A dulcimer.

A total of 41 firms are now licensed to manufacture commemorative products which will carry the official Bicentennial symbol with the following legend: "Officially Recognized Commemorative of the American Revolution Bicentennial Administration.

The list of asinine items given official endorsement by the ARBA includes commemorative rings, "canvas tote bags," bumper stickers and metal trays.

IS THERE ANY WONDER THE COMING BIRTHDAY PARTY HAS TURNED OFF MOST OF THE COUNTRY?

This commercialization of the Bicentennial cheapens what ought to be a splendid observance. We've a great heritage and a lot to crow about. But we miss the boat if we view the Bicentennial as a celebration of the past. The American revolution is not over. Its benefits were by no means universal.

Our observances ought to be in the form of a dedication to bring the blessings of liberty to every mother's son and daughter in the land.

That won't be done by hucksterism and auctioning off our symbols to neckwear companies or tote bag manufacturers.

** Before processing this activity, it is highly suggested the teacher read pp. 271-316 in TO SERVE THE DEVIL, Volume II by Jacobs, Landau and Pell.

Rich Man, Poor Man, Beggar Man, Thief. . .

CHEAP LABOR

> *"We have a record of conquest, colonization and expansion unequalled by any people in the Nineteenth Century. We are not to be curbed now."*
>
> *Henry Cabot Lodge*
> *1895*

HUMAN RELATIONS CONCEPT:

American businesses, encouraged by the American government, have invested in countries throughout the world. These investments and the policies of the American government which protect them have resulted in vast social, cultural and economic changes for the people who live in these countries. In many instances, these changes have not contributed to the prosperity of the majority of the people who live there.

OBJECTIVES:

The student will analyze a reading selection for discrepancies between stated purposes and subsequent actions on the part of the American government in Puerto Rico.

The student will discuss the social and cultural consequences of economic exploitation and American dominance in Puerto Rico.

The student will list possible reasons and motives for economic exploitation.

The student will cite examples of economic exploitation perpetrated by American business interests against foreign countries.

GRADE LEVEL:

9 - 12, History, Economics, Business

TIME:

Two class periods or less at the teacher's discretion.

MATERIALS:

Copies of "Cheap Labor" (pp. 281-285), newsprint, magic markers, stem questions, 3 x 5 cards.

PROCEDURE:

As a homework assignment, ask students to read and be prepared to discuss "Cheap Labor" for the next class session.

At the next class session, allow students ten minutes to re-read the article. If the teacher desires, the article can be read aloud while students read it silently.

Once the article has been re-read, ask students if they need clarification regarding any part of the article. The following questions may be helpful:

> After reading the article, would you agree that Puerto Rico experienced economic exploitation? Explain.
>
> According to the article, what changes occurred in Puerto Rico as a result of American financial investments?
>
> In what ways were these changes of benefit to Puerto Rico?
>
> In what ways were these changes of benefit to Americans?

Have students form small groups of no more than 6. Distribute the stem questions and ask students to respond to them in private:

> If another country dominated America, I would feel ___.
>
> To me, exploitation is ____________________________.
>
> One way to prevent economic exploitation is __________.
>
> For one country to force another country to change its way of life or culture is ____________________________.

When a country's leaders say one thing and do something entirely different from what they said they'd do, I think ____________________.

To me, the actions of the American government toward Puerto Rico reflects/does not reflect an attitude of cultural superiority because _.

To say that my culture is better than someone else's culture means ______________________.

I think one reason for Americans investing in foreign countries is ______________________.

Have students share their responses to the stem questions in their small groups.

Once responses are shared, distribute the newsprint and magic markers. Have each group select one of the assumptions listed below. Using quotations, paraphrasing and making inferences from the article, ask each group to write down evidence in support of the assumptions.

ASSUMPTIONS

American investments in Puerto Rico did not contribute to the economic prosperity of the majority of the Puerto Rican population.

Requiring the people of Puerto Rico to speak English resulted in social, cultural and political conflicts.

Those Puerto Ricans who did not want to offend the American government were allies of the American investors in order to protect their economic interests.

Requiring the people of Puerto Rico to adopt American ways is an indication that America felt itself to be superior to the culture of Puerto Rico.

The success of American business interests in Puerto Rico was characterized by evasions of the law and the removal of the Puerto Rican people from the land where they grew their staple foods.

Using the fishbowl technique (see appendix), have each group share their analysis of the assumption they selected. All newsprint sheets should be posted so that students may read them.

Once each group has shared their analysis, have students form a large group for class discussion. The following questions may be used:

How does the term "imperialism" apply to the situation described in "Cheap Labor"?

Can you cite other countries in which the American government and American business interests behaved in the same way as described in "Cheap Labor"?

In your small groups, what were some of the motives you cited for the economic exploitation of Puerto Rico by America?

What reasons can you give for the people of Puerto Rico returning to Spanish as their official language?

If someone were to characterize the behavior of the American government in Puerto Rico as racist, would you agree or disagree? Explain.

If you were the owner of one of the business firms that invested in Puerto Rico, what reasons would you give to justify your actions?

How does the title "Cheap Labor" apply to what is described in the article?

In what other ways has the American government used "Cheap Labor" to help American business interests both inside and outside this country?

FOLLOW-UP:

Have students read pp. 317-355, "Expansion as a Way of Life" in TO SERVE THE DEVIL, Volume II, and discuss.

MODIFICATION:

Before processing this activity, have students read pp. 271-316 in TO SERVE THE DEVIL, Volume II.

DEFINITION:

Imperialism is defined as the policy, practice or advocacy of extending the power and dominion of a nation especially by direct territorial acquisitions or by gaining indirect control over the political or economic life of other areas.

REFERENCE:

TO SERVE THE DEVIL, Volume II Jacobs, Landau and Pell, are available through the Department of Human Relations, Madison Public Schools.

Rich Man, Poor Man, Beggar Man, Thief. . .

WHAT MY PARENTS DO FOR A LIVING

HUMAN RELATIONS CONCEPT:

Though often thought of but rarely discussed, the occupation(s) of one's parent(s) and the social status assigned by a community to that occupation influences one's self-concept and peer relationships.

OBJECTIVES:

The student will rank the occupations of their parents in a perceived order of importance and discuss.

The student will share thoughts and feelings regarding the criteria used to determine the importance of and prestige associated with various occupations.

GRADE LEVEL:

9 - 12

TIME:

One class period.

MATERIALS:

3 x 5 cards, stem questions and newsprint.

PROCEDURE:

On 3 x 5 cards, have students write the occupation(s) of their parent(s).

Collect the cards and make a list of all the occupations.

Have students form dyads and distribute lists.

Ask each dyad to rank the occupations in order of their considered importance.

Have each dyad report their rankings to the entire class. A large group sheet should be made so the rankings can be seen by all the class.

In a large group, have students discuss some of the following questions:

> What criteria did you use to determine how the occupations should be ranked?
>
> How do you think your parents would feel about the rank assigned to their occupations?
>
> What significance do the labels upper class, middle class and lower class have to your rankings?
>
> What significance do these labels have to your perceptions of your parent(s) occupation(s)?
>
> What significance do these labels have to you as a student in this school?
>
> What is the value of ranking occupations or assigning labels that indicate social status?

FOLLOW-UP AND/OR MODIFICATION:

Have students form groups of 6 and respond to stem questions:

> *If someone called me lower class, I think they would mean ____.*
>
> *If someone called me deprived, I think they would mean ____.*
>
> *People who don't want to work ____________________.*
>
> *People who cannot work ________________________.*
>
> *People who work and don't make a lot of money ______.*
>
> *People who work in order to make a lot of money for other people ____________________________.*

People who make a lot of money and don't pay taxes ___.

Have students share their responses to the stem questions.

Returning to their rankings, ask students to categorize the occupations using the labels upper class, middle class and lower class.

Have groups share their categorizations with the entire class and follow with a large group discussion. The following questions may be used:

What meanings did you assign to the labels upper class, middle class and lower class?

What differences exist between the three classes?

Are these differences important in terms of the people whose occupations fall into one of these classes? Explain.

Of what value, or how important are these labels?

Are people discriminated against, or receive preferential treatment based on these categorizations? Explain.

Are there stereotypes associated with people whose occupations fall into these categories? Explain.

In what categories would people who do not work be classified? Explain.

Explain the difference between job status and job income.

Rich Man, Poor Man, Beggar Man, Thief. . . DOES IT MATTER?

HUMAN RELATIONS CONCEPT:

The content of one's character rather than one's outward appearance is the yardstick by which we should measure one another.

OBJECTIVES:

The student will write a personality sketch of another individual.

The student will share thoughts and feelings regarding income in relation to how one is viewed by society.

GRADE LEVEL:

9 - 12

TIME:

Two class periods.

MATERIALS:

Pictures of individuals (try to insure a mixture of males and females belonging to various ethnic minority groups), stem questions, newsprint and magic markers.

PROCEDURE:

Have students form small groups of 4 or 5. Where possible, try to insure a mixture of males and females.

Give the complete set of pictures to a group selected at random. Instruct the group to come to a consensus as to which person they would choose to be like. Allow 5 to 10 minutes for this part of the activity.

Going from left to right, give the remaining pictures to the next group. Instruct them to come to a consensus as to which person they would choose to be like.

Repeat this process until each group has selected a person.

Distribute the newsprint. Have each group write a description of the person's personality, using any words or phrases they choose. In writing these descriptions, the following considerations should be made:

> What does this person do for a living?
>
> What kinds of hobbies and interests does this person have?
>
> What are the interests of this person's friends?
>
> What does this person value?
>
> What goals does this person have in life?
>
> If this person is successful in meeting these goals, what reasons will be given for his/her success?
>
> How do other people feel about this person?
>
> How does this person feel about other people?
>
> How would this person summarize his/her personal philosophy of life?
>
> What one thing has this person done in life for which he/she is most ashamed?

Allow at least 20 minutes for each group to complete this part of the activity.

When the personality sketches are completed, have each group report to the rest of the class. Reports should be presented in a fishbowl.*

Have students return to their small groups. Distribute stem questions and have students respond to them in private:

---

*See appendix for explanation of the fishbowl technique.

When I think of the word "poor", I ________.

When I think of the word "rich", I ________.

To me, the phrase "The rich are hated; the poor are despised" means ________________.

In order to get to know a person __________.

One problem with making judgments about other people based on the way they look is ______.

When I hear the word "ugly", I ___________.

In their small groups, have students share their responses to the stem questions.

Once responses have been shared, have students form a large group for class discussion. The following may be used as discussion questions:

In writing your character descriptions, did you find that you used yourself as a reference point?

In what ways?

Of the character descriptions we shared with each other today, which person(s) would you say was "poor"; "rich?"

In what ways have you heard other people use the terms "poor" and "rich?"

When you say that someone is "phony," what do you mean?

Is it just to call other people "phony?"

When we say that someone is "two-faced," what do we mean?

To analyze the relationship of ethnicity, culture and family structures to the behavior and learning of all students.

DIVORCE

HUMAN RELATIONS CONCEPT:

Divorce is a sad and difficult time for both parents and children, yet when two people can't live together, it is sometimes best to live apart.

OBJECTIVES:

The student will share thoughts and feelings regarding the concept of divorce.

The student will predict the consequences and effects of divorce on others.

GRADE LEVEL:

K - 8

TIME:

One class period or less at the discretion of the teacher.

MATERIALS:

"Zachary's Divorce" by Linda Sitea, page 124. Stem questions optional.

PROCEDURE:

In a large group, ask students what words do they think of when they hear the word *divorce*. Write these terms on the board.

Read "Zachary's Divorce" to students. After the story has been read, the following questions may be used to generate a class discussion:

> When Zachary woke up, do you think he already knew that his father wouldn't be there? Explain.
>
> What reason did Zachary's mother give for the divorce?
>
> Can you think of other reasons why people get divorced?
>
> Why is Zachary's mother sad?

How can time help Zachary to feel less sad?

Describe how you might feel if you were Zachary.

FOLLOW-UP:

For grades 6-8, have students read "A Breath of Fresh Air" by Betty Cavanna and discuss. The stem questions below under modification, can be used to process the book.

MODIFICATION:

For grades 4-8, have students form small groups of four or five after "Zachary's Divorce" has been read.

Distribute stem questions and ask students to respond to them in private:

I think Zachary calls it his divorce because _____

Divorce is sad because ____________________

If I were ever involved in a divorce, I would ____

When people say they love one another, I think they mean ______________________________

To me, marriage is ____________________

The difference between a man getting a divorce and a woman getting a divorce is ________________

When a person gets a divorce, I think they must feel ______________________________

When someone's parents get a divorce, I think that person must feel ____________________

Have students share their responses to the stem questions. Once responses have been shared, ask each group to report to the rest of the class what was discussed.

RESOURCE:

ZACHARY'S DIVORCE by Linda Sitea. Taken from FREE TO BE YOU AND ME, Carol Hart, Letty Cottin Pogrebin, Mary Rodgers and Marlo Thomas, editors. McGraw-Hill Book Company. 1974. pp. 124-127.

ZACHARY'S DIVORCE

by

Linda Sitea

On this particular Saturday morning Zachary's toes woke up first. They wiggled and wiggled and wiggled in the warm sunlight streaming through the windows. Zachary could feel them wiggling but he couldn't see them because his eyes were still asleep. Next, his arms and mouth woke up and together gave a gigantic stretch and yawn. The yawn sounded something like this: "Aaarrr." Then his whole body woke up and turned over and over, quickly, and before the last turn was done his eyes opened and Zachary was all awake.

Slowly he climbed out of bed and tiptoed across the rug. He moved carefully, so he wouldn't step on the blue and green flowers, only the purple ones, because purple was his favorite color.

He went straight to Mommy's and Daddy's room. He looked at Mommy sleeping in Mommy's and Daddy's bed. He looked at the wood sculptures he had made in school that were nailed into the wall. He looked at the leafy avocado plant that was almost to the ceiling, just the right size for pretending you were an explorer lost in the jungle. Zachary looked at the bookshelves and the easel and Mommy's paintings. He even looked in the closets and under the bed. Daddy was not there.

Next he went into the bathroom. And while he was there he sang a little song:

La la pee dee
La la pee vee
La la pee gee

Daddy was not in the bathroom.

Zachary slid down the stairs on his stomach, bump bump, bump.

He walked back and forth from the living room to the dining room four times and tried to practice his whistling. But no whistle came out, only a puff of wind.

Zachary looked at the bookshelves and his favorite plant that was all purple.

Daddy wasn't in the living room either.

Next Zachary went into the kitchen and there on the wall was his best invention. He turned the handle and the pulley went around and the rope pulled the refrigerator door open. Daddy had helped him build it but it was all his own idea. Daddy and Mommy had said it was a really great idea because you could open the refrigerator door without walking all the way over to it. Zachary closed the door now. He didn't feel like any orange juice this morning. No Daddy in the kitchen.

Zachary went back into the living room and sat on the big chair. He pulled Mommy's patchwork quilt over him and settled in. It was usually a very happy patchwork quilt with every color you could think of in it. But it didn't seem so happy lately.

The morning is a very sad time if you have a divorce, Zachary thought. Having a divorce meant that you woke up in the morning and your Daddy was not there because now Daddy lived in another house. Then Zachary thought of Amy who was in school with him. And he remembered how Amy's divorce meant that she woke up in the morning with her Daddy there but not her Mommy. He wondered how grown-ups decided which kind of divorce to give you, the Mommy kind or the Daddy kind. Then he tried to figure out, if he could choose, which he would rather have, the Mommy kind or the Daddy kind. But it gave him a headache just to think about it.

Zachary stared out the window. "The morning is a very sad time when you have a divorce," Zachary said out loud.

"I know how you feel. Sometimes the morning is very sad for me too," said Mommy, standing on the bottom step. Mommy was wearing her blue T-shirt and the dungarees Zachary liked best of all--the ones with the bright purple paint on them.

Mommy came and cuddled into the big chair with Zachary and pulled the patchwork quilt over her too.

Zachary whispered, "Mommy tell me the story again about why I got a divorce."

Mommy hugged Zachary very hard and then said: "It's not your divorce Zachary, it's Daddy's and mine. We decided we would be happier if we lived apart from each other. You mustn't think it's because of anything you did wrong, because it isn't. Daddy and I have always loved you very much and always will. And remember, you see Daddy a lot and sleep over at his house a lot too."

Zachary snuggled closer to Mommy.

"Do you think Daddy is sometimes sad in the morning too?" Zachary asked.

"Yes, I think he is," said Mommy. "It's okay to be sad. This is a very new thing that has happened to us. But really, as time passes, we'll all get used to the divorce and we'll be less and less and less sad."

"Let's go get some orange juice," Zachary shouted, and ran into the kitchen.

As he turned the pulley handle to open the refrigerator, Zachary pretended time was passing with each turn. And with each turn, he told himself that soon he would feel less and less and less sad.

WHAT'S THE FAMILY

HUMAN RELATIONS CONCEPT:

There exists as many concepts of what a family is as there are units of people living together as relatives. It is important for us to recognize and understand all of the various family units that exist within the American society.

OBJECTIVES:

The student will share thoughts and feelings regarding the concept of the family.

The student will describe a family that they think is unique.

The student will compare and contrast different kinds of families.

GRADE LEVEL:

4 - 12

TIME:

Two class periods.

MATERIALS:

Newsprint, magic markers, stem questions, film "What's the Family," pictures, words and phrases cut from periodicals and newspapers.

PROCEDURE:

In a large group discussion, ask students to brain storm definitions of a family. In discussing the various definitions that may develop, ask students to indicate the composition, functions and various kinds of families. Following are some examples:

Families without children
Nuclear family
One-parent family
Extended family
Interracial family
Interfaith family

After the brainstorming, have student form dyads. Where possible, one female and one male should be paired.

Distribute stem questions and ask students to respond to them in private.

My family is ______________________________.

Families are important because ___________.

One nice thing about a family is _________.

One not so nice thing about a family is __.

If I could change my family, I would _____.

One difference between my family and other families that I know is _________________.

Have students share their responses to the stem questions in their dyads.

Give each dyad a sheet of newsprint. The dyads task will be to describe the most unique family that they can think of. The following questions can be used as a guide:

Who will belong to the family?

What ethnic groups will be represented in the family?

What sexes will be represented in the family?

What kinds of responsibilities will the family have?

Who will carry out those responsibilities?

How large or small will the family be?

Have each dyad share their descriptions with the rest of the class for contrasts and comparisons. The students might want to consider the following questions:

Do families like the ones that have been described already exist?

Do any of the families described contain stereotypes?

If they do, what are the stereotypes?

Is there such a thing as an "ideal" family? Explain.

What do you think is the purpose of a family?

Do all families have the same purpose? Explain.

MODIFICATION:

Before students form dyads, view "What's The Family" and discuss with students.

Have students use pictures, words and phrases to describe the "unique" family. Pictures, words and phrases should represent a variety of ethnic groups in both sexes. Where possible, they should depict a variety of life styles.

REFERENCE:

"What's The Family?", 10 minutes. Available for use through the Human Relations Department, Madison Public Schools.

Beth Worthington

THE GREAT MYSTERY. . .

DEATH

HUMAN RELATIONS CONCEPT:

Explaining death is a dilemma that confronts many during their life time. "What is death" is a question that man has asked since time immemorial.

OBJECTIVE:

The student will share thoughts and feelings regarding the concept of death.

GRADE LEVEL:

6 - 8, English, Social Studies and Science.

TIME:

One class period for activity as described. More time can be used at teacher's discretion, particularly when supplementary materials are used.

MATERIALS:

"He Helped Children Deal With Death" from THE WISCONSIN STATE JOURNAL, March 9, 1975. Newsprint, magic markers, stem questions.

PROCEDURE:

Have students form small groups of 4 or 5. On newsprint, have each group write down adjectives and phrases that come to mind when they think of the concept of death.

Have each group share their responses with the total class.

Distribute copies of the newspaper article and have students read it silently as the teacher reads it aloud.

Have students return to small groups and respond privately to stem questions:

Tne one thing I don't understand about death is ____________.

To me, death is ______________________________.

When I think about death, I feel ____________________.

If someone close to me died, I would feel ______________.

To me, life is ______________________________.

Have students share their responses to the stem questions in the small group. Once responses have been shared, have students form a large group to discuss the following questions:

How did Ray Holloway prepare himself to tell his children about their mother's death?

How did his honesty in answering questions help his children to understand what happened?

How do you feel about the analogy he used with Ginny?

What reasons did he give for not using the idea of faith with his children?

Do you feel his reasons were valid?

Is there a difference between an old person dying and a young person dying? Explain.

What are some of the ways in which people die?

FOLLOW-UP:

Have students write a one paragraph statement which summarizes the issues discussed in class. Encourage students to write from a personal perspective, i.e. how they felt during discussion.

In the event classroom pets die, ask students to coordinate a memorial service.

MODIFICATION:

For English and Literature classes, use some of the materials suggested below to process the activity:

ANNABELL LEE by Edgar Allan Poe

THE RAVEN by Edgar Allan Poe

In science classes where death is talked about and explained in medical terms, have the students contrast their feelings when death is talked about and discussed from a personal perspective.

HE HELPED CHILDREN DEAL WITH DEATH

By Helen Matheson
Of The State Journal Staff

When he came home that night -- stunned, tear-stained, exhausted -- the children were already in bed.

The baby was asleep. But Ginny, 5 and Laura, 3, were waiting for him.

"Did Mommy die?" Ginny asked. And Ray Holloway told them the truth as he always has: "Yes, Mommy died."

Prepared Himself to Tell Daughters

Almost from the moment he knew his young wife -- striken six days before -- had only a few more hours to live, Holloway had been preparing himself to tell his daughters.

He was devastated. He couldn't accept it. But still he knew instinctively that he must not deal with his small girls in terms of his own desperate needs: he must help them to face the tragedy on their own level.

He had spent anguished hours planning what to do and say. He had asked the advice of his wife's doctor, the children's pediatrician, and had a short telephone consultation with a psychiatrist. Later he was to read stacks of books and articles.

This is the story of how one man helped his little children deal with death. His solutions may not fit every family's needs but Holloway feels deeply they were right for his own.

"I did it in stages," he explains. "That morning--it was November 14, 1973--I said 'Mother is very sick and Daddy is very concerned'."

"That afternoon I gave Ginny a ride to school and took Laura along, and we talked some more. I used the analogy of our dog's puppy that broke its leg, got an infection and died; I'd discussed that analogy with Dr. Pizer (Dr. Evan F. Pizer, the psychiatrist)," he says.

Ginny said, astonished, "Do people die?"
Holloway told her sadly "Yes, people die."
Ginny said, "Does Mommy hurt?"
"I'm glad I was ready for that," Holloway says. "Dr. Pizer had warned me they'd ask that. If Jane had pain, I would have found some way to be honest with them. But she had been unconscious. So I could say, truly, 'No, Mommy has not had any pain; she has been sleeping. That's why I couldn't bring you messages from her.'

Married Only 10 Years

Mrs. Holloway, married just 10 years to the boy she'd grown up with in Wauwatosa and gone to church and school with, had become ill just seven days before with acute viral encephalitis.

"I talked with her one night, and then never again," he says painfully.

Now as he tried to prepare their daughters, Jane Holloway was deeply unconscious. A respirator kept her breathing; only brain waves showed she was still alive. He knew that perhaps already the doctors had pronounced her dead.

"But I had not had official word of her death yet. So I told Ginny and Laura truly 'Now I am going to the hospital to find out about Mommy.'"

When he came home to 4222 Bagley Parkway about 8:30 that night, his wife's grieving parents already had put Ginny, Laura, and 7-month-old Wendy to bed, but the older girls were still awake.

"I realized the 5-year-old especially was going to need answers: direct, simplistic answers at her level, dealing with her concepts, her sense of magic, her concerns: who's going to fix breakfast tomorrow?" he says.

"And I am grateful I understand how children really can get right to the point. They are very direct and very simplistic. If you don't understand that, it can shock an adult who is used to 'social graces' and a less direct way of stating things." Holloway remembers the whole conversation word-for-word. Later that night he wrote it all down; he still often notes his conversations with the children "so later at 18 or 20 they can know how it was."

'I Didn't Want Her To Die'

"Here's where children's concept of magic comes in. Ginny said, "I didn't want her to die. I wished on a falling star that she wouldn't die. . ." And then Ginny said "Can we get a new Mommy?"

"I nearly flipped at that. I said 'NO!' And then I said 'I don't know.' And then I said 'Maybe. Some day. Daddy needs to think.' And then we all held each other and cried."

The next day it was 3-year-old Laura who inquired "Can we get a new Mommy?" "And Ginny screamed 'Don't ask him that! It makes him cry," he remembers. "But I said 'I am ready for that question now.' I said 'What do YOU think?' That's one of the things I've learned: to let them speak their needs. Yet no way can I deal with the idea of remarriage, even now."

Then the flowers began to come. The children asked why. "It was an attempt to understand the whole cultural thing that culminates in the funeral," Holloway says. "I said 'The flowers are because people loved Mommy and they are sad and the flowers are pretty.' That kind of simplistic explanation--which is pretty close to the truth--satisfied them."

"I realized that in answering their questions I must not overly inform them. That would be working out my own problems."

The little girls were not taken to see their mother at the funeral home and did not attend the funeral. "Ginny was sounded out, very indirectly, about the funeral and did not express an interest in attending -- probably because she had no concept of funerals," her father says. "If she had expressed a need to go, I'd have let her go.

Adults Use Faith To Understand

Holloway is a member of the First Methodist Church, but he did not feel this was the time to offer the small girls the Christian interpretation of death. If they'd been older, it would have been different, but --

"In the reading I've done--and I've done a lot!--and in actual cases I've seen, I think the worst statement you can make is 'God came and took Mommy away to heaven,'" he says earnestly.

"That thought can be very comforting to an adult. Adults use not reason or logic but faith to understand, but a 5-year-old doesn't have that. From the child's view, what is God? Why did He take Mommy away? Where is heaven? And when is she coming back? A child feels, if God took Mommy there must be a reason or she could come back."

In answering the children's natural and straightforward questions, "I stressed life's ceasing as a physiological function: Mommy does not eat, run, and play with us, cook for us, or care for our house. The children understand and accepted that," he says.

Sometimes, he knows, from some adult's point of view, the children's understanding seems morbid. "Ginny said 'I want to get a pretty rock for Mommy to lie under.' So when I selected the gravestone months later, I took a chip home for Ginny to approve. When I first went to the cemetery to see the stone in place -- that was after Memorial Day -- it was rather traumatic," he admits somberly. "But when the girls went, they had no qualms but lots of questions. Now they call the gravestone 'Mommy's rock.'"

Tries To Be Honest With Youngsters

Holloway always strives to be honest with the youngsters. "My children have reflected off of me," he says. "I have not tried to hide anything. I do not make it a point to cry in front of them to be 'honest,' but if they walk into my room or come into the kitchen when I'm washing dishes and say 'Why are you crying?' I say 'Because I miss Mommy.' It still happens."

As children adjust to the death of a loved one, Holloway knows, "They realize from the practical point what it means, the loss of a parent they need. They need reassurance; Dr. Pizer urged me from the first to reassure them. That's why I felt so strongly about keeping them home, having someone come into our home to care for them." He hired a housekeeper.

When July 4 came, Holloway decorated the girls' tricycles for the neighborhood parade, trying hard to remember how their mother had fixed the crepe paper the year before.

These days he's often moved to hear his 6-year-old helping Laura, now almost 5. "Laura will ask something about Jane's death and Ginny will say 'Remember. . .' and Laura will say she remembers. Maybe she doesn't really, but she thinks she does and she accepts," their father says.

He cheered when Wendy took her first steps, but there were tears, too, that her mother could not see them. Small Wendy is a happy toddler. She was breast-fed all those first months and very close to her mother--"but basically she did not know her mother and never will, so she has not felt the loss in an objective sense," Holloway says. "But she would feel the loss if her needs were not met--and I feel her needs are being met."

Holloway stays home with his children mornings. He works five hours every afternoon as a salesman at Northwestern Mutual Life Insurance Company and does some business phoning from home evenings.

A Succession of Housekeepers

His dependable presence has assured the girls their homelife is secure in spite of the succession of housekeepers--"like nine; I've lost count"--some proving too young and some too old to take on the sizeable house and three active youngsters. Holloway speaks with a smile of himself experiencing "extreme cultural shock" in adjusting to nine different ways of cooking, arranging the furniture, and putting things away.

Ginny's kindergarten and first grade teachers at Hoyt School have been "just fantastic," he says. He didn't even have to warn them against giving the motherless child special favors. And it was a teacher who was sensitive enough to discover and warn him that Ginny was agonizing over the fear she had "given" her mother the illness. (Holloway was quick to reassure her: true, everyone in the family had had flu that fall--but she hadn't given it to her mother; Mrs. Holloway had been the first to come down with it. And flu isn't encephalitis.)

The kindness of the neighbors has "really warmed me," Holloway says. When he began to write acknowledgements after the funeral, he realized "there was not a house in the street where someone had not done something for us."

His parents in Florida and his wife's in Illinois have been "wonderful," he says gratefully. "They did a good job about letting me find my own way, but they did anything they could to help--" including being understanding when he was too exhausted from grief and the strain of new responsibilities to invite them to visit.

And the children?

"The children have been my moon, my guiding light because they are so simplistic and so practical. Yes, I've had problems--but not with my children," he says fervently.

NO REAL GUIDES EXIST FOR KIDS

Dr. Evan Pizer, the Madison psychiatrist whom Ray Holloway consulted before breaking tragic news to his children, feels there is no format for guiding a child through a first encounter with death. "It all depends on the child, and the family situation, and the person who died. It must be very individualized," he advises.

Pizer practices both child and general psychiatry. Usually he feels, the child's reaction is determined primarily by how adults important in his life react.

He warns against "absolute silence--insulating the child from anything having to do with death."

Doesn't Protect The Child

"That doesn't protect the child," he says. "The child may not say a lot--or be old enough to put his thoughts into words--but he is very tuned in to the emotions around him. He will be aware of the conspiracy of silence and that may be terribly threatening to him.

Even if he doesn't ask 'Where is my Mommy' or 'When is Daddy coming home?' it is well to give him some information. It's important for adults to be honest with the child, to give him the information he is capable of understanding at his level of development.

There's a big difference whether you're dealing with a 2 1/2-year-old or with an 8 or 9-year-old."

Some authorities believe children don't have much of a concept of death until they are 9, 10, or 11-years-old, although experts differ . . ."and who does have a good concept of death?" Pizer asks. "Younger children often have magical thoughts about death," he warns.

May Wonder If Wish Caused Death

If a parent or both or sister dies, a child may recall times when he has been terribly angry and "in effect, wished them dead;" later he may wonder if his wish has caused the death, the doctor says.

"This may seem illogical to an adult, but it may be the source of deep guilt for the child; he may feel actually responsible."

Or a child who has had lots of rivalry with a brother or sister may have "an overwhelming sense of guilt if the sibling dies; he may over-react with endless grief."

Also, the psychiatrist notes, "it's hard for grown-ups to understand that young children typically don't make much distinction between being abandoned by a parent for any cause: death, divorce, actual abandonment.

"Even death may be viewed by the child as his having been maliciously or purposefully left by his parent, and because of that he may feel a lot of anger. Often there's a mixture of feeling. Daddy's left me for some reason; maybe because I was bad or he didn't love me."

Help Child Talk Out Feelings

It's important for loving adults to help a child talk out such feelings and be reassured. But, Pizer advises, that may take conscious effort during the grief and confusion surrounding the death and funeral.

Whether or not the child should see the opened casket or attend the funeral "depends on the family situation; you have to play it by ear," Pizer says. "There's something to be said for giving the child the chance to say goodbye; yet I would not advocate that for every child. People tend to be very anxious, fearful, and tense at funerals and children are tuned in to that. But if people are comfortable with his participating; if it is part of the family tradition and they can have him there and be responsibe to the questions he will ask, that fact is more important than any flat rule. If the survivors provide an atmosphere of love, acceptance of the child, respect for his needfulness, he is more inclined to open up about his fears. He should be encouraged to express his feelings and thoughts. Then all kinds of questions may come out --often the kind adults would never guess. For example, if the child attends the burial, he may ask 'Isn't Daddy scared in the dark like that? How can he breathe?' These questions imply the child's lack of appreciation of the finality of death."

"Since none of us knows what death is in terms of how it is after death, each of us is left with his own religious, philosophical and moral views of death," Pizer says.

Religious Persons May Have It Easier

"In some sense, persons with strong religious convictions may have an easier time of it, may be able to give answers in a way a child can respond to.

But to solely say 'Daddy is in heaven and we'll all meet him there some day' may not be enough. It may not be entirely responsive to the child's needs; he's apt to wonder how you get to heaven from the ground and why, if dying and going to heaven is some thing wonderful, why everyone is crying.

Depending on the age of the child, these things may or may not be explainable.

Ultimately the idea is to have a child, relatively early in life, develop a concept of death as a part of living and to help him--as best any of us can--to see it as not anything to be feared but as part of the natural process of life."

Carolyn Cliver
and
Gloria Grant

TRAGEDY

HUMAN RELATIONS CONCEPT:

> *"Some time in our lives*
> *We all have pain, we all have sorrow*
> *But if we are wise*
> *We know that there's always tomorrow"*
>
> *Bill Withers*

OBJECTIVES:

The student will share thoughts and feelings regarding the concept of tragedy.

The student will predict the consequences and effects of tragedy on themselves and others.

GRADE LEVEL:

6 - 12

TIME:

One class period.

MATERIALS:

Stem questions, newsprint and magic markers.

PROCEDURE:

Have students form small groups of four or five.

Of the topics listed below, have each group select one to discuss:

- death
- divorce
- sickness
- family fights
- accidents
- scandal
- widowed parent
- separation
- pregnancy without being married

Distribute the stem questions and ask students to complete them in private:

When I think of tragedy, I ______________________

To be without hope is ______________________

The worst thing that could happen to me is __________

When I feel very sad, I ______________________

When I feel embarrassed, I ______________________

Have students share their responses to the stem questions in small groups.

Distribute the newsprint and magic markers. Using their topic as a frame of reference, have students generate answers to the following concerns:

What are some reasons for considering ____(topic)____ a tragedy?

What do you think are some of the feelings people experience as a result of ________(topic)________?

What do you think are some of the responses people make when some other person experiences or is involved in ____________(topic)____________?

After responses have been discussed and written on newsprint, have each group come to the center of the classroom and form a circle. An empty chair should be placed in the circle for comments and questions from other members of the class. Each group should be given an opportunity to discuss the items they listed on newsprint.

After small group presentations, the large group should stay together for further group discussion. The following questions may be used:

What are some things that we can do to help people who are affected by tragedy cope with their feelings?

How is the concept of hope related to the concept of tragedy?

Does it help to talk about those things that cause us a great deal of emotional and physical pain?

Can you think of any benefit that comes from suffering pain, especially emotional pain?

Can you give examples of things you have read about or heard about that you consider tragic?

Is it possible that what might be a tragedy for one person may not be for another? Explain.

If a tragedy occurred in your life, where or to whom would you turn to for help?

Of the topics discussed today, which do you think is the most tragic? Explain.

Contributed by
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EDUCATION FOR LIFE

HUMAN RELATIONS CONCEPT:

It is important that an assessment be made of what we have learned in school that can be used later in our lives.

OBJECTIVES:

The student will make an assessment of his/her educational needs and share this with the teacher.

The student will dialogue with other students or the teacher in order to make as accurate an assessment as possible.

GRADE LEVEL:

9 - 12, Math, Home Economics, Business Education, Industrial Education, Distributive Education.

TIME:

One class period. It is suggested that this activity be used at the beginning and end of each semester.

PROCEDURE:

Distribute the following questionnaire to students. Ask them to answer it privately:

Do you think that what you will/have learned in class will help you after graduation?

______ Yes ______ No

If yes, in what ways?

If no, why?

Do you think you are prepared to make and live within a budget?______________________________

Do you think you are prepared to pay rent?____

Are you prepared to pay gas and electric bills?_______________________________________

Are you prepared to pay clothing costs and laundry costs?________________________________

Are you prepared to pay telephone and transportation costs?___________________________

Are you able to shop for groceries and make healthy, yet economical choices?______________

Are you able to complete a State and Federal Income Tax form?______________________________

Are you able to shop quickly, conveniently and efficiently to find what you are able to pay for?____

Are you able to deny yourself if you don't have the necessary funds for extra-curricular activities? Explain________________________

Can you think of others ways your classes have been able to prepare you in supporting yourself?_______________________________________

Can you think of ways your classes could be taught so as to help you make it more applicable in accomplishing what you want from life?_____

Can you think of ways your classes could be taught so as to help you make it more applicable to your present as well as your future needs?_

Once questionnaires have been completed, ask students if they would be willing to share their responses with others in the class. For those who would like to share their responses, have them form groups of no more than three to dialogue about their answers.

For those who do not wish to share their responses, teacher should ask them if they would like to dialogue privately with the teacher. If yes, proceed with individual dialogues.

For those who do not wish to dialogue with either the teacher or other students, ask them to hand in questionnaires. Students names should not appear on questionnaire and teacher should remind students that each questionnaire is strictly confidential.

At the conclusion of the class period, all questionnaires should be given to teacher. Teacher may use information contained on questionnaires to aid in designing semester lesson plans to assist students in meeting the needs they indicated.

MODIFICATION:

Depending on subject area or course content, the teacher may want to adapt the questionnaire to get at more specific concerns.

APPENDICES

GROUP BUILDING: I

GRADE LEVEL:

6 - 12

TIME:

30 *minutes.*

MATERIALS:

Stem questions.

PROCEDURE:

Depending on the size of the groups called for in exercises or desired by the teacher, use some or all of the following stem questions.

In private, have students respond to a set of stem questions (3 or 4).

Have students select one other person and form a dyad. Share responses to the set of stem questions in these dyads.

Once responses have been shared, have dyad respond to the next set of stem questions (3 or 4 again) in private.

Have dyad select another dyad to form a quartet and share responses to the second set of stem questions.

If groups of eight are desired, have quartets respond to a third set of stem question in private. Have quartets select another quartet and share responses.

These groups may be used to process human relations activities.

The stem questions listed below may be used or others designated at the teachers disgression:

1. When I meet a new person, the thing I wish most to know about her/him is ________________.
2. When I meet someone new, the thing that makes me feel the most comfortable is ______________.
3. The most transparent aspect of me is ________.
4. The aspect of my human functioning (feeling, thinking, acting) that I wish most to hide is ____.
5. The worst side of my human nature comes out when ____.
6. I feel hurt when ____________________________.
7. In a new group, I am most afraid of _________.
8. I am most productive when ___________________.
9. A domineering person makes me feel __________.
10. When a teacher does all the directing and thinking, I _____________________________.
11. Sharing of thoughts and ideas with others when trying to accomplish a goal makes me _______.
12. I trust those who ___________________________.
13. One of the single most important things in life to me is ______________________________.

GROUP BUILDING: II

GRADE LEVEL:

1 - 12

TIME:

30 minutes.

MATERIALS:

Four or more sets of geometrically shaped pieces of paper. Four or more sets of differently colored 3 x 5 index cards.

PROCEDURE:

Randomly hand the pieces of paper to students as they enter the room.

When each student has entered and received a piece of paper, ask students to respond to the following stem questions in private. Stem questions can be written on the chalkboard:

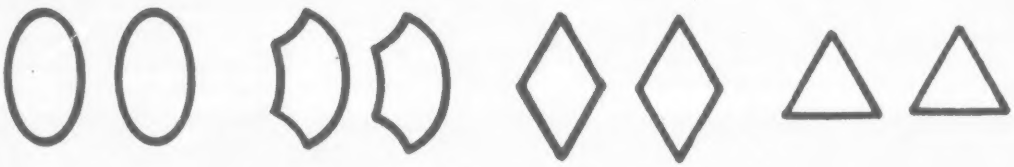
The person I admire most is ______________.

My favorite thing to do after school is ___.

If I had one wish, it would be ___________.

Once responses have been written, ask students to find the other students with pieces of paper that are shaped or colored like theirs and share responses.

Use these groups to process other human relations activities.



Explanation of FISHBOWL Technique

PURPOSE

To help increase participation in a discussion and increase each student's awareness of the parts he/she and others play.

SETTING

This exercise is suitable for students in grades 3 through 12. It can be carried out in 30 to 45 minutes in a class of as many as 30 students. Students are divided into an inner discussion group and an outer observing group.

PROCEDURE

Before beginning the exercise, decide which planning tasks you should do and which can be shared with a planning committee. Choose four or five students for the committee, which has five tasks to acomplish before the discussion begins:

a. Choose the topic for discussion. You might suggest several topics and let the students choose one. The only restrictions are that the topic should not call for a decision by the class, and it should not be likely to embarrass any student.

b. Decide what the teacher's role will be, if any.

c. Decide who will give the instructions during the discussion and who will be the timekeeper. (Careful timing is important.)

d. Choose some simple method of dividing the class into groups. It is best to mix boys with girls, talkers with shy ones.

e. Decide how to form the inner and outer circles. if the desks are immovable, have the students take seats so as to approximate two circles.

Briefly explain to the class the purpose of the exercise and how it will work. Divide the class into groups. (This should take five minutes) Members of the outer circle should listen and watch in silence. Their assignment is to count how many participated in the discussion; notice how many people look as if they wish to say something but don't, keep track of who interrupts and who is interrupted.

The inner group begins its discussion while the outer group observes. Brief silences may occur, but ordinarily a member of the group will break the silence. When it seems as if no one has any more to say, the chairperson may move to the next phase. (This should take 8 to 10 minutes.)

The timekeeper calls time on the discussion. The observers report on what they saw and heard, while the inner group listens silently. (This should take 5 to 7 minutes.)

The group exchange seats and repeat the process.

ANALYSIS

Write these questions on the board:

What things hindered our discussion?

What things helped it?

Was it worthwhile to have this kind of discussion?

In summing up what helps and what hinders a discussion you might mention that discussion is better when we:

1. Listen and build on what has been said before.
2. Give others a chance and help those who seem to want to join in but don't.
3. Accept other people's opinions as valid for ourselves.

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ROLE PLAYING

Role playing is a unique and creative alternative technique in teaching. In searching for a pat definition of role playing, one could become quite frustrated, as there is not a definition accepted by everyone. In trying to distinguish between "role playing" and "acting", perhaps a definition can be developed:

ROLE PLAYING	ACTING
Role playing is when someone takes on a role but reacts and interprets the role as he/she would if the situation actually occurred.	Acting involves taking on the part of another character, changing your personality to fit the part.
In role playing the participant remains true to their own emotions and beliefs.	In acting, the participant relinquishes their own emotions to those of the character.
In role playing there is no prescribed script. Participants are free to respond as they wish in a given situation.	There is a prescribed script and a finite set of responses called for on the part of the actors.
The primary value of role playing in the classroom is that it allows participants to work through and begin to analyze their own thoughts and feelings regarding a situation. Little training or skill is required.	Acting is usually done for the entertainment and enjoyment of others, requiring training and skill.

Role playing can be used in all subjects and for all classroom situations. For example, role playing could be instrumental in working out a problem between two students or in preventing minor problems from becoming major ones.

What is the best way to use role playing? This is something that can only be answered by the educator. The only way to become comfortable with role playing is to use it. There is no magic formula for developing the technique of role playing. The following are a few rules that might help in using the technique as a learning tool:

1. Take time to distinguish role playing from acting for students so that they do not confuse one with the other. This will help to insure the technique as being beneficial to the student.
2. Before students role play actual situations, e.g. conflicts in the classroom, have them practice some of the role playing ideas listed at the end of this explanation. Remember, practice helps to make perfect.
3. When actually doing the role playing, don't make it a long, drawn-out activity. Try and catch the peak of the emotion, stop at that point and discuss the feelings being experienced. If the problem isn't completely resolved, continue the role playing. However, if it seems as though it has concluded at a natural point, don't continue. DO NOT ROLE PLAY FOR THE SAKE OF ROLE PLAYING.
4. After the role playing, be sure to discuss:
   a. the feelings participants experienced
   b. the ideas and thoughts discussed
   c. plans for future action.
5. In preparing for role playing, only a brief description of the situation and the roles to be taken should be given to students. Do not develop the roles to such a point that students cannot put their own emotions into a role.
6. Allow students who will participate in the role playing to caucus for a short time about the situation before the role playing.

CLASS PREPARATION

The teacher may need to help students to warm up for the role playing situations if they have had not experience with role playing, or if they feel self-conscious and inhibited performing in front of their peers.

WARM-UP EXERCISES

Meeting in groups of five, each student can act out one experience from each of the following groups of exercises in different parts of the room. Students may be handed the following lists and each asked to choose one exercise. Observing students may guess what the role player is pantomiming, or what feelings the player is expressing. When a correct guess is made, another student takes the list and acts out an exercise of his/her choice, etc., until all group members have participated.

The following exercises are basically pantomimic and require a minimum of emotional involvement and expression. They may be effective for freeing inexperienced or withdrawn students to perform in front of their peers. Where multiple endings are given, the teacher can select only those he/she prefers, or give them in succession to one or two different students.

1. Pretend that you are walking through very deep snow; on marbles; through fallen leaves.

2. Pretend to eat an ice cream cone; a potato chip; a lollipop; a pickle; a toasted marshmallow; cotton candy; a lemon.

3. With another student, or in a circle of students, pretend to toss back and forth a baseball; a basketball; an ice cube; a feather; a porcupine; a pillow; a hot potato.

4. Show the class what you would do if you had just walked five miles; the temperature got up to 100 in the shade; you tried to lift some barbells; you had a blister on your heel and are late for school; you had a cinder in your eye; you had to carry a full pail of water without spilling any.

5. Without using any objects, show the class how you brush your teeth in the morning; nail two boards together; put on a pullover sweater.

6. Stand facing another student. When he/she makes a movement, pretend that you are his/her reflection in a mirror. Keep this up until you can do it well, then change roles. Make your moves slowly at first; don't try to trick the other person.

7. Read aloud from one of your school books, pretending that you have a mouthful of marbles; of straight pins; of peanut butter.

The following exercises remove varying degrees of emotional involvement. They can be performed like charades, using movements and facial expressions with few or no words. In some instances the exercises allow the student to express whatever emotion he/she happens or chooses to show; in other instances the exercise specifies the emotion to be shown.

Show how you feel when:

1. you get a phone call inviting you to a party.

2. You get a phone call from the dentist telling you that you have an appointment for this afternoon.
3. You are looking out the window and see a little bird hit the glass and fall to the ground.
4. You look out the window and see it's raining and you have a baseball game; it's the day of your school picnic.
5. You see a large dog running toward you.
6. You open a present in a big package.
7. You find a dead squirrel on the sidewalk.
8. You find a pretty stone; a butterfly; a bird's nest.
9. You find your baseball bat is broken.
10. You dance to a fast tune.
11. You watch a funny movie or read a funny story.
12. You see people teasing a dog.
13. You see a person who has been telling untrue stories about you.
14. You get a letter saying you've been accepted by the college of your choice.
15. You finally get an after school job you've wanted for a long time.
16. You've just failed an important exam.

The following situations (5-8 minutes) will focus on relationship problems between player and peers. One main character will assume responsibility for talking and action, while other group members serve as peers. Remaining small groups will observe behavior and listen to dialogue for class discussion:

1. Your friend has asked you to go skating. Your mother says you must stay home. You do not want to hurt your friend. Your mother is standing near.
2. You want two friends to work with you on a project. You have to make a map of Alaska.
3. A shy classmate has returned after a sickness of several weeks. You want to make him/her feel at home in school again.

4. You want to help a friend who is unsure of him/herself and shows off and talks loud.

5. You see one student teasing another.

6. You and two friends are holding a club meeting. One friend doesn't say anything.

7. You and a classmate are walking through a department store. Your classmate tries to get you to steal something.

8. You are having fun with a friend, but he/she is noisy and rough.

9. You're walking home from school and see a boy hitting another student and taking his books.

10. You've never played with a particular classmate, but you want him/her to be your friend.

11. Another student has just torn up the homework you spent all last evening doing.

12. A classmate tries to look at your paper during a test.

13. You meet a friend after you have heard that he/she has been saying unpleasant things about you.

14. You approach a student who doesn't talk much and you want to find out what his/her interests are and what he/she likes to do.

15. A classmate of another religion has just had a religious holiday. You want to learn about the event.

16. You want to welcome a new student from a foreign country.

17. A friend takes you aside and tells you a secret so that another friend you are with can't hear.

18. You want to make a shy classmate feel better after he/she made a mistake and feels ashamed.

19. You see a teacher with her arms full of books. She needs the door opened. You open the door and ask if you can help. At that moment a student calls out, "Teacher's Pet".

20. A classmate teases you because you are wearing hand-me-downs.

21. You have won three prizes at a party. Another student hasn't won any. You're about to win another prize when you stop and let the student win. What happens then?

22. Two friends ask you to go to a movie with them. You want to go, but can't. You want them to know you'd like to go another time.

23. You want to introduce one of your friends to your teacher.

24. A classmate tells your best friend that she is too skinny and has legs like matchsticks.

25. You are arguing with a student who wants to drop out of high school. You want to persuade that student to stay. (Switch roles)

26. Your friends tease you whenever you volunteer in class. What do you do or say?

Possible discussion questions to be used after observing student-peer relationship situations:

1. Did participants play roles as they would actually behave if any one of the given situations had happened?

2. What suggestions do you have for changes in behavior and/or dialogue that has just been presented?

The following situations will focus on problems of relationships between young people and adults. Process will be the same as used in student-peer relationship above:

1. You want to introduce your parents to your teacher.

2. Act out how police feel about teenagers; then, how teenagers feel about police.

3. The teacher has accused you of doing something that another student did; another student of doing something you did.

4. The teacher has praised you for doing something that another student did; another student for something that you did.

5. The teacher has just made a mistake and you want to point it out to him/her.

6. You come to class late and it isn't your fault.

7. Your teacher is very busy and seems to have a headache. You know he/she doesn't want to talk to you at this moment, but you have something urgent to say and must approach him/her.

8. Your boss wants you to work overtime the night of a big party.

9. Your father tells you his company is transferring him and the entire family must move to a new city.

10. Your mother wants you to go to summer camp, but you want to stay hom this summer.

11. You are being interviewed for a parttime job as a clerk; a gas station attendant; a summer camp counselor.

12. you are being interviewed by a professor for admission to the college of your choice.

RESOURCES:

"Role-Playing Techniques" taken from Human Relations Education Project of Western New York. 1968-69. James J. Foley, Director, Buffalo Public Schools.

Chesler, Mark and Fox, Robert, Role-Playing Methods in the Classroom, 1966. Science Research Associates, Inc.